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ABSTRACT

To relate the three major aspects of the home economics program at the secondary level, a curriculum model consisting of education for homemaking and family life, education for employment utilizing home economics knowledge and skills, and pre-professional education was developed by the director of the Department of Vocational and Technical Education and Bureau of Educational Research, University of Illinois. A scope and sequence chart and course outline for Grades 7-12 are given for all three aspects of the curriculum model. Detailed plans for a sequence of prevocational units, which were field tested at the 7th, 8th, and 10th-grade levels and revised, contain objectives, generalizations, content, learning experiences, teaching aids, means of evaluation, and references. Also included are curriculum guides for 11th and 12th grade occupationally oriented classes. Objectives, generalizations, content, learning experiences, teaching aids, means of evaluation, and references are provided for courses in child care as well as food and clothing services. (SB)

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# HOME ECONOMICS EDUCATION AT THE SECONDARY LEVEL--A CURRICULUM MODEL (WITH EMPHASIS ON THE OCCUPATIONAL ASPECT)

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# Preface

The curriculum model for home economics education at the secondary level herein presented was developed out of efforts over a period of several years to relate in a meaningful way the three major aspects of the home economics program at the secondary level.

Outlines for all three aspects of the program (education for home and family living, preparation for employment in home economics-related occupations, and preprofessional education related to home economics) are given. Detailed plans for prevocational units of instruction at the seventh-, eighth-, and tenth-grade levels are presented, along with curriculum plans for occupationally oriented courses in the senior high school.

In the process of preparation are detailed teaching plans for the homemaking and consumer education aspects of the program.

# Acknowledgements

The project director wishes to acknowledge the contributions of a number of graduate assistants, students, and staff members in making this project possible.

Mrs. Bessie Hackett and Mrs. Norma Bobbitt merit special mention for their continued interest, support, encouragement, and contributions of ideas and materials for the project. As assistants, both went far beyond the call of duty in serving as members of the project team.

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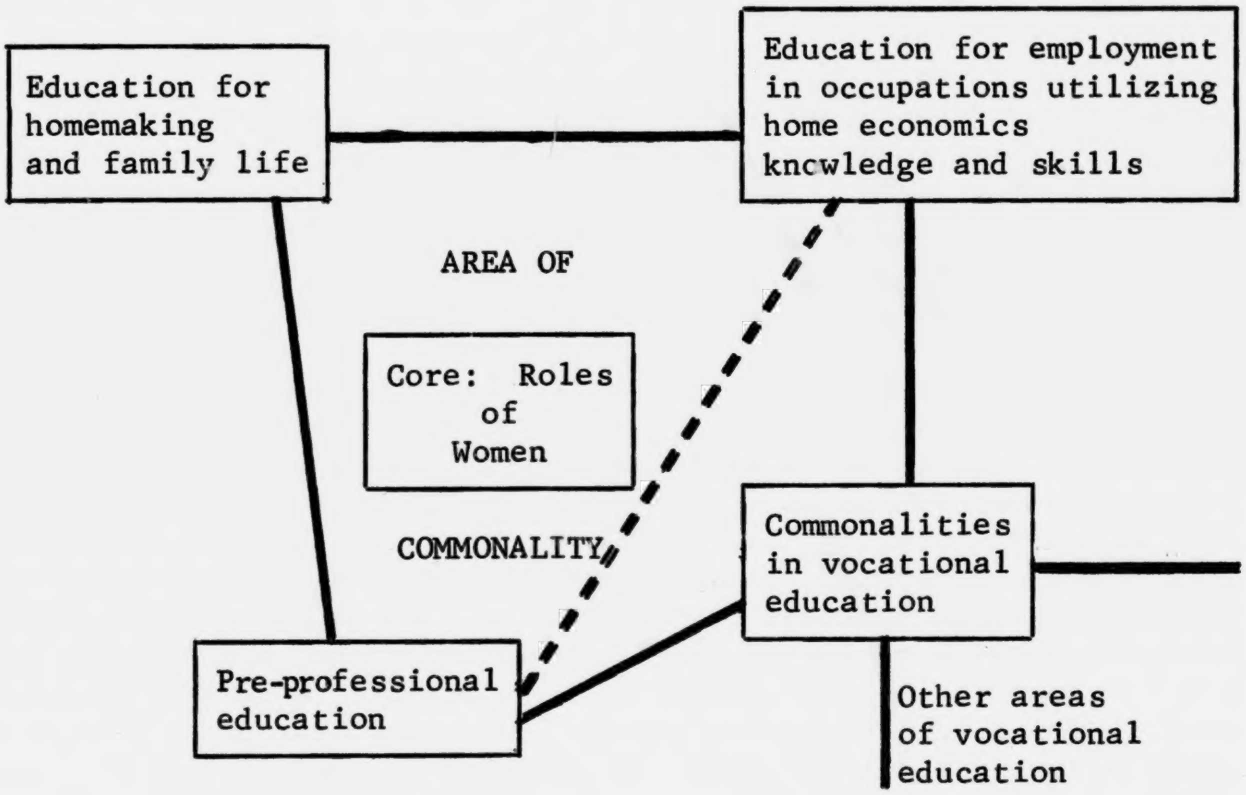
Others who made excellent contributions to the total curriculum development project were Mrs. Winifred Davis, Miss May Huang, Miss Alice Kauffman, Miss Linda Lucht, Mrs. Mildred Griggs, Mill Julie Miller, and Mrs. Jean Viar. Some of the materials prepared by these graduate assistants are not presented in the present report but have appeared in issues of the Illinois Teacher, a publication of the Division of Home Economics Education, University of Illinois, or will appear in future publications of the division.

## HOME ECONOMICS EDUCATION AT THE SECONDARY LEVEL--A CURRICULUM MODEL

The creation of a new theoretical model for home economics programs has resulted from a need for synthesizing and coordinating the broadened areas of responsibility in the field. The proposed integrated model[1] consists of three major aspects: (1) education for homemaking and family life, (2) education for employment utilizing home economics knowledge and skills, and (3) pre-professional education. These three aspects are united by an area of commonality with a central core of "roles of women." Connections also exist among aspects of home economics and other fields of vocational education. They serve to extend areas of commonality beyond traditional subject-matter boundaries. A diagram of this model is presented to enable readers to visualize the concept and to understand the organization of curriculum content.

### Bases for decisions

The establishment of bases for decisions is essential for concerted effort in curriculum development. Therefore, a fundamental step in proceeding with the curriculum project was to examine various bases and to determine those which seemed relevant. Primary considerations in reaching decisions in this project were social conditions--family life in America, roles of family members in our culture, social institutions as they affect family members. Other bases which seemed important to explore at length were the structure of home economics as a field of study, research findings in relation to adolescent characteristics and needs, and learning theories as they apply to curriculum construction. All approaches to the task pointed to the need for increased emphasis on relationships, management, and the development of occupational competence.


Education for homemaking and family life
Education for employment in occupations utilizing home economics knowledge and skills
AREA OF
Core: Roles of Women
COMMONALITY
Commonalities in vocational education
Pre-professional education
Other areas of vocational education

Model for Proposed Curriculum in Home Economics[2]

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[1] See E. Simpson. Projections in home economics education, American Vocational Journal, November, 1965.

[2] E. Simpson. Projections in home economics education. American Vocational Journal, November, 1965. Reprinted by permission of AVA.

## Scope and Sequence

Home economics today is a complex and broad field of study, a loose composite of knowledges derived from a variety of disciplines. Because of the wide range of possible choices of subject matter, priorities need to be considered in choosing content which is most significant for today's patterns of living. In the current project, every effort was made to select content pertinent to the roles which women will actually assume. As certain homemaking skills become less important, there is less need to emphasize them in a homemaking program. Garment construction is considered here to be one of the less essential skills. Management, on the other hand, has increased in importance as women's roles have expanded. An initial step in this project was the evaluation of numerous topics that have been a part of traditional programs. In addition, there was an examination of other areas of study, facets of women's roles relatively new to the home economics curriculum. Final decisions represented an attempt at rational selection of content for a balanced program in home economics to provide for both depth and breadth.

Once selected, it was necessary to organize the content into a meaningful sequence. Members of the project staff considered many factors in order to provide for a logical and psychological order of presentation. They arranged and rearranged topics, examining both vertical and horizontal progression, before deciding on a final plan.

Because of the thought given to arranging the sequence, teachers are encouraged to follow the general outline of units for a given year if they wish to try out the curriculum guides. It is recognized, however, that local situations must be considered; it may be necessary to make adaptations. The proposed curriculum is designed to be accommodative and to allow for individual circumstances. Grades 7, 9, and 11 are considered basic courses incorporating major areas important for homemaking today with some pre-employment emphasis. Grades 8, 10, and 12 provide for enrichment. They include more activity in the sense of "doing and making." They could be eliminated without creating gaps in subject matter. It should be noted that grade 11 is a foundation course for grade 12. If there is a choice, grade 11 is preferred.

Curriculum guides for the early years contain certain basic content, yet total emphasis is not given their applicability to either homemaking or employment situations. Much emphasis at this level is given personal development of the girl in her various roles. A major objective is development of self-understanding and acceptance and ability to cope effectively with the various facets and responsibilities of her feminine roles. Included at this level are units on prevocational preparation with emphasis on developing traits that make for employability, learning about home economics-related occupations, and looking ahead to the dual role of homemaker and wage-earner. Curriculum guides for the last two years of the senior high school emphasize either homemaking and family living or occupational preparation. Learnings common to the homemaking role and the occupational role are identified with the student, with the expectation that greater transfer of learning may result from such identification and application. Emphasis on the dual role is continued at this level.

### Boys in the program

Whereas emphasis is given the education of girls in the early years, both boys and girls are to be served by the program at junior and senior high school levels.

Boys will be prepared for their roles as family members and homemakers and for employment in service occupations in such fields as child care and food services.

Of the three aspects presented in the scope and sequence outlines, employment and pre-professional areas are the least structured. This is consistent with the fact that their organization is more dependent upon local school situations. The charts on the following pages outline the scope and sequence of major areas of content for junior and senior high school programs.

Scope and Sequence Chart: Home Economics Program Based on Proposed Curriculum Schema

| Grade | Units of study | | |
|---|---|---|---|
| Seventh | I. UNDERSTANDING PERSONAL DEVELOPMENT<br>Physical<br>Emotional<br>Social | II. PERSONAL ATTRACTIVENESS<br>Personal hygiene<br>Grooming<br>Manners | III. DEVELOPING QUALITIES FOR EMPLOYABILITY, FRIENDSHIPS |
| Eighth | I. UNDERSTANDING PERSONAL DEVELOPMENT<br>Concept of "femininity"<br>Feminine responsibilities | II. UNDERSTANDING OTHERS<br>Friends of same sex<br>Boys<br>Parents and other adults<br>Older persons | III. OCCUPATIONS RELATED TO HOME ECONOMICS<br>Requiring varying levels of preparation |
| Ninth | UNDERSTANDING SELF<br>Present roles<br>Basic human needs (self) | UNDERSTANDING OTHERS--FAMILY AND FRIENDS<br>Basic needs (others)<br>Communication, verbal and nonverbal | PERSONAL STANDARDS OF CONDUCT<br>Value bases |
| Tenth | I. LOOKING FORWARD TO MARRIAGE AND/OR A JOB OR CAREER<br>Orientation to multiple roles | II. BECOMING A MATURE WOMAN<br>Concept of "maturity"<br>Evaluation of own maturity<br>Sensitivity to others' needs<br>Improving communication skills | III. UNDERSTANDING AND CARING FOR CHILDREN<br>(Self-understanding through understanding children) |
| Eleventh<br>EDUCATION FOR HOMEMAKING AND FAMILY LIFE STUDENTS. Eleventh and twelfth graders looking toward marriage. Basic course--for boys and girls (team teaching by man and woman teachers) | I. MEANING OF HOME AND FAMILY<br>FAMILY ROLES | II. FAMILY AS A SOCIAL INSTITUTION<br>Relationship to other social institutions<br>Cultural influences on family life | III. RESPONSIBILITIES OF THE FAMILY<br>To its members<br>To society |
| Twelfth<br>STUDENTS. Twelfth graders who have had basic course. May be elected after basic course | I. FAMILY FINANCIAL MANAGEMENT | II. HOUSING THE FAMILY AND FURNISHING THE HOME | III. PROVIDING FOR FAMILY FOOD NEEDS |

| Units of study | | | |
|---|---|---|---|
| IV. NUTRITION AND FOOD SELECTION | V. HELPING KEEP SURROUNDINGS ATTRACTIVE, SAFE, SANITARY | VI. MANAGING PERSONAL RESOURCES<br>Time, energy, money, ability | VII. HELPING CARE FOR CHILDREN<br>Guiding children's play |
| IV. SELECTING AND CARING FOR PERSONAL CLOTHING | V. USE OF PERSONAL LEISURE<br>(Analysis of TV programs, movies) | VI. COMMUNICATION IN SOCIAL SITUATIONS<br>As hostess, guest, entertaining at home | |
| IV. BECOMING AN ATTRACTIVE WOMAN<br>Grooming (new aspects)<br>Clothing selection (art aspects) | V. CONSUMER BUYING OF CLOTHING<br>Wardrobe planning<br>Quality features (not covered, grade 8)<br>Ethical shopping practices | VI. PERSONAL NUTRITION<br>Problems in nutrition<br>Preparing a quick, nutritious meal | VII. USE OF PERSONAL LEISURE<br>Concepts of leisure<br>Values related to use of leisure |
| IV. PLANNING AND PREPARING SIMPLE MEALS<br>Principles of cookery (basics only) | V. (May be omitted) PERSONAL CLOTHING<br>Minimum essentials of construction | | |
| IV. DEVELOPMENTAL STAGES OF FAMILY LIFE | V. BEGINNING A NEW FAMILY<br>Husband-wife relationship | VI. MANAGING A HOME | VII. BECOMING A PARENT |
| IV. PROVIDING FOR FAMILY CLOTHING NEEDS | V. MEETING NEEDS OF SICK AND AGING IN THE FAMILY | VI. CONTINUING EDUCATION IN FAMILY LIFE | |

## Home Economics Program: Specialized Aspects

| Grade | Areas of study | |
|---|---|---|
| Eleventh<br>or<br>Twelfth<br>EDUCATION FOR EMPLOYMENT STUDENTS. Those for whom high school is terminal and those preparing for further vocational education in vocational-technical school or other specialized training program | PREPARATION FOR EMPLOYMENT<br>(Commonalities in vocational education)<br>Cooperative work experience study program to prepare for employment in occupations requiring home economics knowledges and skills<br>and/or<br>Classroom program to develop knowledges and skills for employment in one or more areas or a combination of these | Group and individual conferences on problems related to job and to management of personal resources<br>Special units on:<br>1. Living away from home<br>Living arrangements<br>Finding a place to live<br>Relationships at work and away from the job<br>2. Continued development for employability |
| Eleventh<br>or<br>Twelfth<br>PRE-PROFESSIONAL EDUCATION STUDENTS. College-bound, particularly those interested in home economics professions | PROFESSIONS RELATED TO HOME ECONOMICS<br>MEANING OF<br>Profession<br>Professional person<br>Professional commitment | INDEPENDENT STUDIES IN DEPTH<br>Problem related to some phase of home economics |

## Home Economics Grade 7 Unit Outlines

### UNIT I. UNDERSTANDING PERSONAL DEVELOPMENT

I. Physical development[1]

  A. Physical development during adolescence.

  B. Individual differences in Physical development.

  C. Personal hygiene with emphasis on feminine aspects.

  D. Influence of physical development on social and emotional development.

II. Emotional and social development[2]

  A. Emotional and social development during adolescence.

  B. Meeting the emotional need for acceptance and affection.

  C. Adjusting to new school situations.

### UNIT II. PERSONAL ATTRACTIVENESS[3]

I. Value considerations with respect to cleanliness, grooming and manners.

  A. Consideration of others.

  B. Expression of self.

  C. Impressions on others.

  D. Reactions to others' perceived impressions.

II. Personal cleanliness and grooming

  A. Body.

  B. Hands and nails.

  C. Hair care and styling.

  D. Teeth.

  E. Face, nose, eyes, and ears.

  F. Feet.

III. Care of personal belongings such as clothing and grooming aids.

  A. Cleanliness.

---

[1] [2] Coordinate with related studies in health and general science.

[3] Coordinate with related study in health.

B. Neatness.

C. Storage.

IV. Health consideration

A. Diet. (See Unit IV, Nutrition and Food Selection.)

B. Elimination of body wastes.

C. Exercise and posture.

D. Sleep.

E. Menstrual hygiene. (See Unit I, Understanding Personal Development.)

V. Manners.

A. Importance of manners.

1. Consideration of others.
2. Expression of personal values.
3. Impression on others.
4. Reactions to others' perceived impressions.

B. Mealtime manners.

1. Promptness.
2. Seating at table.
3. Eating.
4. Leaving the table.

C. Telephone manners.

1. Making a call.
2. Answering a call.
3. Timing for calls.

D. Relationships with family members.

1. Attitudes regarding privacy of others.
2. Use of common areas and belongings.
3. Conversation courtesies.

E. School manners.

1. Attitudes toward school regulations and use of school property.
2. Relations with school personnel.
3. Relation with peers.
4. Behavior at special school functions.

F. Manners in public.

1. Eating out.
2. Shopping.
3. Transportation.
4. Movies and other entertainment.
5. Church.

G. Manners for social occasions.

1. Party with peers.
2. Party with other family members.
3. Informal get-togethers.

H. Expression of thoughtfulness and affection.

1. Expressing verbally and nonverbally.
2. Sending notes and cards.
3. Giving and receiving gifts.
4. Giving services to others.

## UNIT III. DEVELOPING QUALITIES FOR FRIENDSHIPS AND EMPLOYABILITY

I. Developing self-knowledge related to qualities for friendships and employability.

A. Sources of personal information and guidance.

1. Teachers, counselors, and others.
2. Records of attendance, grades, behavior.
3. Tests of achievement, intelligence, abilities, interests, personality.
4. Intuition.

B. Sources of occupational information and guidance.

1. Counselors, employers, workers, and others.
2. Advertisements, pamphlets, books.
3. Public and private employment agencies, placement offices.

C. Personal qualities related to friendships and employability.

1. Physical qualities which affect friendships and employability.

   a. Health status.
   b. Strength, energy, stamina.
   c. Age.
   d. Height and weight.
   e. Posture.
   f. Voice and speech.
   g. Appearance, grooming.
   h. Physical handicaps.

2. Psychological resources for friendships and employability.

   a. Mental health.

      (1) Self-confidence.
      (2) Optimism.
      (3) Freedom from fears, tensions, anxieties.
      (4) Freedom from jealousies, resentments.

- b. Intelligence.
    - (1) General intelligence.
    - (2) Mechanical ability.
    - (3) Ability to follow directions.
- c. Emotional maturity.
    - (1) Self-discipline.
    - (2) Judgment.
    - (3) Initiative.
    - (4) Acceptance of criticism.
    - (5) Dependability.
    - (6) Responsibility.
- d. Attitudes toward people, things, school, work.
    - (1) Respect.
    - (2) Enthusiasm.
    - (3) Sense of humor.
    - (4) Others.
- e. Character traits.
    - (1) Honesty.
    - (2) Integrity.
    - (3) Fairness.
    - (4) Trustworthiness.

3. Social capabilities which influence friendships and employability.
    - a. Ability to communicate.
    - b. Enjoyment of people.
    - c. Leadership.
    - d. Consideration for others.
        - (1) Empathy.
        - (2) Courtesy.
        - (3) Tact.
        - (4) Loyalty.
        - (5) Tolerance.
        - (6) Acceptance of differences.
        - (7) Manners.
        - (8) Patience.
        - (9) Generosity.
4. Habits which influence friendships and employability.
    - a. Neatness and cleanliness.
    - b. Mannerisms.
    - c. Use of time, punctuality.
    - d. Management of money and energy.

5. Interests and preferences which contribute to friendships and employability.
    a. Reading.
    b. Recreation.
    c. Groups, clubs, activities.
6. Special skills and abilities which contribute to friendships and employability.
    a. Sports.
    b. Art.
    c. Music.
    d. Drama.
    e. Dancing.
    f. Cooking.
    g. Sewing.
    h. Woodworking.
    i. Other.
    j. Relation of interests and abilities.
7. Experiences and opportunities for developing qualities for being a friend and an employee.
    a. Education and training.
    b. Activities at school, home, and in groups.
    c. Travel.
    d. Wage earning experiences.
    e. Acquaintances with variety of people.
    f. Financial resources.
8. Personal values that relate to employability and the development of friendships.
    a. Ethical principles.
    b. Outlook on life, purposes, and goals.
    c. Expectations for home and occupational life.
    d. Concept of success.

II. Making a self-assessment in relation to being a friend and obtaining employment.

- A. Assessment of qualifications.
    1. Assets, strengths.
    2. Weaknesses, handicaps, deficiencies.
- B. Acceptance of strengths and limitations.
- C. Exploring occupational preferences.
    1. Identifying areas of interest.
    2. Analyzing qualifications.
    3. Making tentative decisions.
    4. Planning for decision making.

III. Using self-understanding to develop qualities for keeping friends and holding a job.

- A. Overcoming deficiencies.
- B. Changing habits.
- C. Developing new strengths.
- D. Expanding interests.
- E. Acquiring new experiences.
- F. Improving social relationships.
- G. Changing attitudes.
- H. Pursuing education and training.

## UNIT IV. NUTRITION AND FOOD SELECTION.

I. Food for adequate nutrition.

- A. Basic Four Daily Food Guide.
  1. Milk Group.
  2. Meat Group.
  3. Vegetable-Fruit Group.
  4. Bread-Cereal Group.
- B. Food for health and appearance.
  1. For building and maintaining body tissue.
  2. For regulating body processes.
  3. For energy.
     - a. Calories.
     - b. Weight Control.
       - (1) Gaining weight.
       - (2) Losing weight.
       - (3) Maintaining weight.

II. Planning nutritious meals and snacks to appeal to people.

- A. Using the Basic Four Daily Food Guide to judge nutritional adequacy.
- B. Using customary food patterns of families as a base for planning meals and snacks.
  1. Factors affecting customary meal patterns of families.
  2. Variations in customary meal patterns that are nutritionally adequate.

C. Capitalizing on sensory appeal of food.

1. Color.
2. Flavor.
3. Form.
4. Temperature.
5. Texture.

D. Accommodating characteristics of people.

1. Interest in food.
2. Habits of eating.
3. Family practices.
4. Cultural differences.
5. Special needs.

III. Mealtime sociability.

A. Customs for eating.

1. At home.
2. Away from home.

a. In restaurants.
b. At drive-ins.
c. In cafeterias.

B. Customs for serving food.

1. Guides for table setting.
2. Guides for meal service.

C. Food as a socializer.

1. With the family.
2. With friends.
3. For special occasions.

IV. Management in food preparation.

A. Work habits.

1. Use of utensils and small equipment.

a. Choice of suitable tool for the job.
b. Location of tools.
c. Techniques for using specific tools.

2. Safety practices.

a. In operating non-electrical equipment.
b. In operating electrical equipment.
c. In handling hot utensils and food.
d. In using sharp and pointed tools.
e. In using flammable materials.

3. Sanitary practices.
    a. In personal cleanliness.
    b. In food handling.
    c. In dish washing.
    d. In cleanliness of work area.
    e. In storage of food.
    f. In disposal of refuse.

V. Principles of preparation of foods for quick meals and snacks.
  A. Soups.
  B. Sandwiches.
  C. Simple casseroles with cheese, egg, or meat.
  D. Fruit.
  E. Drinks, milk and/or vitamin C enriched.

## UNIT V. HELPING KEEP SURROUNDINGS ATTRACTIVE, SAFE, AND SANITARY.

I. Centers of interest.
  A. Reasons for having centers of interest.
  B. Use of available materials, such as weeds, feathers, flowers, leaves, branches, in arranging centers of interest.
  C. Application of art principles in arranging centers of interest.
    1. Harmony, unity.
    2. Balance.
    3. Proportion.
    4. Emphasis.
    5. Rhythm.
  D. Decorations for the holidays and other festive occasions.

II. Home safety.[4]
  A. Maintaining floors and floor coverings in safe condition.
  B. Operating electrical equipment in accord with recommended procedures.
  C. Keeping traffic lanes open for safety.
  D. Storing medicines, cleaning supplies, and cosmetics out of reach of children.

---

[4] Coordinate with studies in health.

III. Home sanitation.[5]

  A. Keeping home surroundings clean.

    1. Cleaning floors and rugs.
    2. Cleaning furniture.
    3. Cleaning bathing facilities.
    4. Cleaning the kitchen--sink, range, work area, refrigerator.

  B. Fostering habits for sanitary use of shared facilities and household linens.

  C. Disposing of household wastes.

IV. Cooperation in keeping surroundings attractive, safe, and sanitary.

  A. Sharing in use and care of

    1. Bathing facilities.
    2. Food preparation area.
    3. Eating area.
    4. Living area.
    5. Sleeping area.
    6. Recreation area.

V. Beauty, safety, and sanitation as values involved in home surroundings.

## UNIT VI. MANAGING PERSONAL RESOURCES

I. Meaning of personal resources.

  A. Human.

  B. Material.

II. Meaning and purpose of management.

III. Choice-making as part of management.

  A. Factors which influence choices.

  B. Steps in choice-making.

---

[5] Coordinate with studies in health.

IV. Management of time and energy for study, play and family activities.[6]

- A. Importance of managing time and energy.
- B. Time for study, play, home responsibilities, and family activities.
  1. Analysis of time and energy requirements for routine activities.
  2. Analysis of time and energy requirements for study.
  3. Analysis of time and energy requirements for play and family activities.
  4. Development and use of time plans.
- C. Balance in use of mental and physical energy.
  1. Types of fatigue.
  2. Influence of attitudes on fatigue.

V. Management of personal funds.

- A. Influences on buying practices.
  1. Personal needs, wants, values and goals.
  2. Emotions and status symbols.
  3. Advertising and consumer information.
  4. Availability of funds.
- B. Factors influencing price.
  1. Quality of product.
  2. Availability of product.
  3. Type of store.
  4. Method of payment.
- C. Record keeping in the management of funds.
  1. As a basis for planning.
  2. As a means of evaluation.

VI. Use of other resources to reach goals.

- A. Human.
  1. Personal capabilities: knowledge, skills, talents.
  2. Capabilities of other people.

---

[6] Coordinate with personal hygiene studies.

- B. Material.
    - 1. Goods and property.
    - 2. Community facilities.
    - 3. Natural resources.

## UNIT VII. HELPING CARE FOR CHILDREN

- I. The child as an unique individual.
    - A. Ways in which children develop.
        - 1. Physically.
        - 2. Emotionally.
        - 3. Mentally.
        - 4. Socially.
    - B. Individual differences in developmental processes.
        - 1. Rate.
        - 2. Evenness or unevenness.
    - C. Influence of developmental processes and environmental conditions on child's behavior.
- II. Providing for the safety of the child.
    - A. Differences in safety problems of different stages of development.
    - B. Safety considerations related to play area and play materials.
    - C. Safety considerations related to sleeping, eating, bathing, and toileting.
- III. Providing for the physical needs of the child.
    - A. Needs to be met (sleeping, resting, eating, clothing, and toileting).
    - B. Differences due to age, sex, health of children.
    - C. Interpreting and following directions when caring for children.
- IV. Meeting the emotional needs of the child.
    - A. Needs to be met (affection and security).
    - B. Differences due to age, temperament, health, or special experiences of children.
    - C. Ways of meeting varying emotional needs.

V. Providing for play in the life of the child.

   A. The place of play in the child's life.

   B. Selection of play materials based on level of development and maturity.

      1. Opportunity for participation and learning.
      2. Suitable size, material, and operation requirements.

   C. Other factors in selecting toys and play materials.

      1. Safety.
      2. Cost.
      3. Durability.
      4. Portability.
      5. Storability.
      6. Care.

   D. Choice and guidance of outdoor and indoor games.

      1. Participation in games as a means of personality development.
      2. Selection to meet developmental needs.
      3. Guidance consistent with meeting developmental needs.

   E. Choice and use of stories, verses, songs.

      1. Opportunities for learning from stories, verses, songs.
      2. Selection for different children.
      3. Determination of how and when to use.

VI. Providing guidance which aids in a child's development.

   A. Positive versus negative approach.

      1. Initiation of activities.
      2. Diversionary tactics.
      3. Prevention rather than cure.

   B. Empathic approach.

      1. Answering child's questions.
      2. Handling misbehavior.
      3. Reflecting child's feelings.

   C. Expecting behavior appropriate to each child's level of development.

      1. Physical.
      2. Emotional.
      3. Mental.
      4. Social.

VII. The roles of family members in the child's development.

   A. Providing male and female models.

   B. Fulfilling needs in absence of brother, sister, mother, or father.

# Home Economics Grade 8 Unit Outlines

## UNIT I. UNDERSTANDING PERSONAL DEVELOPMENT

I. Concepts of femininity.

II. Feminine responsibilities.

  A. As a daughter.

  B. As a sister.

  C. As a friend.

  D. In relationships with boys.

  E. As a citizen.

## UNIT II. UNDERSTANDING OTHERS.

I. Concept of friendship and bases of friendship.

II. Understanding other girls.

  A. How girls are alike and different.

  B. Sources of difference.

    1. Home and family.
    2. Ethnic and religious background.
    3. Personal qualities, such as abilities, interests, etc.

III. Understanding boys.

  A. How boys and girls differ with respect to physical development, interests, attitudes, and goals.

  B. Sources of these differences.

IV. Understanding parents and other adults.

  A. Concept of parenthood and responsibilities of parents or other adults who care for child needs.

  B. Pressures on parents and parent substitutes.

V. Understanding older persons.

  A. Older family members, as grandparents and friends.

  B. Needs and interests of older persons.

  C. Contributions of older persons to the family and to society.

## UNIT III. OCCUPATIONS RELATED TO HOME ECONOMICS REQUIRING VARYING LEVELS OF PREPARATION

I. Guidelines for making a vocational decision.

  A. Interests and abilities needed.

    1. Physical requirements.
    2. Mental health status.
    3. Emotional maturity.
    4. Degree and kind of mental abilities.
    5. Degree of socialization required.
    6. Combinations of interests and abilities.

  B. Educational and training requirements.

    1. General Education.
    2. Employment Education.

      a. High school.
      b. Vocational school.
      c. Technical school.
      d. College.
      e. Graduate study.
      f. Special courses.
      g. Adult education.
      h. Apprenticeship, internship.
      i. On-the-job training.

  C. Restrictions in occupations.

    1. Requirements for licenses, certificates, union or professional affiliations.
    2. Special restrictions.

      a. Age.
      b. Marital status.
      c. Dependents.
      d. Experience.
      e. Physical limitations.
      f. Appearance.

  D. Working conditions.

    1. Monetary factors.

      a. Pay scales.
      b. Tips.
      c. Commissions.
      d. Discounts.
      e. Profit sharing.

        2. Time factors.
            a. Working hours.
            b. Overtime.
            c. Vacation.
        3. Physical activity.
        4. Tools and machines.
        5. Safety factors.
        6. Opportunities for friendship.
        7. Benefits.
            a. Retirement plan.
            b. Pension plan.
            c. Sick leave.
            d. Maternity leave.
        8. Services.
            a. Health provisions.
            b. Counseling.
            c. Meals.
            d. Parking provisions.
    E. Entrance into an occupation.
        1. Methods used in locating employment.
        2. Entrance into occupation on trial basis.
            a. Part-time work
            b. Summer employment.
            c. Apprentice-like opportunities.

II. Relation of home economics to employment of women.

    A. Characteristics of women in labor force.
        1. Number.
        2. Age.
        3. Family status.
        4. Work patterns.
        5. Earnings.
        6. Types of occupations held.
        7. Race.
    B. Family adjustments necessitated by employment of homemaker.
        1. Scheduling of meals.
        2. Scheduling of entertaining and relaxation.
        3. Changing pattern of responsibilities.
    C. Motivations for women working.
        1. Need to provide financial support.
        2. Wish to improve family standard of living.
        3. Interest in work and possession of skills.

4. Attitudes and expectations of husband.
5. Desire for personal satisfaction.
6. Desire to make contribution to society.
7. Escape from home responsibilities.
8. Desire for independence.

D. Factors which influence a girl's vocational plans.

1. Marriage.
2. Expectations of husband.

E. Changes affecting employment of women.

1. Shift of family to producing unit.
2. Early marriage and parenthood.
3. Agencies to care for children.
4. Development of labor-saving equipment and products.
5. Increase in opportunity for education.
6. Increase in job opportunity.

F. Changes in status of women.

1. More job openings.
2. Comparable salary with men.
3. Less restrictive dress codes.
4. Opportunity for advancement.

G. Roles of women.

1. Assume multiple roles.
2. Increased emphasis on role as wage earner.
3. Less differentiation between roles of men and women.

H. Contribution of home economics in preparing women for varied roles.

1. Educates for establishing a satisfying personal and family life.
2. Provides knowledge and skill for wage earning.
3. Offers training at all levels of aspiration.
4. Helps in managing work at home and on the job.
5. Provides for creative and leisure time activities.

I. Occupations requiring home economics knowledges and skills.

1. Occupations requiring high school training.
2. Occupations requiring post-high school or professional education.
3. Location of jobs requiring home economics knowledge and skill.
4. Job clusters within areas of home economics.
    a. Care and guidance of children.
    b. Food management, production, and services.
    c. Home and industrial management and supporting services.

      - d. Home furnishings, equipment, and services.
      - e. Clothing management, production, and services.
      - f. Combination of areas and other related occupations.

## UNIT IV. SELECTING AND CARING FOR PERSONAL CLOTHING

- I. Value considerations with respect to clothing.
  - A. Self-confidence and security.
  - B. Relationships.
  - C. Economy.
  - D. Beauty.
  - E. Status, prestige.
  - F. Comfort.
  - G. Modesty.
  - H. Fashion.
- II. Relationship between dress and behavior.
- III. Other considerations in selecting clothing.
  - A. Personal clothing needs and wants.
  - B. Clothing needs of other family members.
  - C. Money available.
  - D. Shopping facilities available.
  - E. Activities and occasions affecting clothing needs.
  - F. "Way of life."
  - G. Personal coloring, size, and shape.
  - H. Clothing inventory.
- IV. Quality factors in selecting.
  - A. Dresses.
  - B. Slips.
  - C. Panties and bras.
  - D. Hosiery.
  - E. Slacks.
  - F. Shoes.

V. Care of personal clothing.
  A. Daily care.
    1. Hanging up.
    2. Brushing.
    3. Washing.
    4. Examining and eliminating spots and stains.
    5. Wiping or brushing shoes.
    6. Planning for tomorrow.
  B. Weekly care.
    1. Laundry and/or handwashing.
    2. Spot removal.
    3. Mending.
    4. Ironing and pressing.
    5. Caring for shoes (cleaning, polishing, and repairing).
    6. Accessory care (scarves, gloves, purse, jewelry).
  C. Other care needed.
    1. Storage for long periods.
    2. Dry-cleaning.
    3. Inventory of clothing no longer useable by self.
      a. Altering and repairing.
      b. Giving to others.

## UNIT V. USE OF PERSONAL LEISURE

I. Definition of leisure.

II. Ways in which leisure is used and examples of each, in terms of activities carried out alone, with friends, or with family.
  A. Self-improvement (physically, mentally, emotionally, socially).
  B. Service to others.
  C. Entertainment.
  D. Other.

III. Constructive and destructive use of leisure.

IV. Use of entertainment media.
  A. Analysis of television and radio programs, movies, magazines, records.
  B. Criteria for evaluation of leisure time offerings of mass media.

## UNIT VI. COMMUNICATION IN SOCIAL SITUATIONS

I. The social occasion as an opportunity for communication of friendly, gracious feelings.

II. Entertaining at home.

   A. Family relationships developed by special recognition of occasions.

      1. Birthdays.
      2. Holidays.
      3. Reunions.
      4. Weddings.
      5. Christenings.

   B. Factors to consider in planning for social occasions.

      1. Attitude toward others expressed in manners.
      2. Conversation.[1]
      3. Determination of responsibilities of those involved.
      4. Invitations.[1]
      5. Entertainment.
      6. Food and service.

   C. Places to entertain in the home.

      1. Living room.
      2. Kitchen.
      3. Dining area.
      4. Girl's own room or room she shares.
      5. Yard, porch, patio.
      6. Recreation or family room.
      7. Basement.

   D. Types of entertainment for family or friends.

      1. Evening refreshments.
      2. After-the-game parties.
      3. Breakfasts or brunches.
      4. Buffet meals.
      5. Dinner parties.
      6. Luncheons.
      7. Receptions.
      8. Slumber parties.
      9. Teas, coffees.
      10. "Stand up" parties where guests prepare food as part of the entertainment.

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[1] May be coordinated with studies in English classes.

## Home Economics Grade 9 Unit Outlines

### UNIT I. DEVELOPING UNDERSTANDING OF SELF AND OTHERS

I. Roles of the teenage girl.

  A. The concept of "roles."

  B. Variety of roles.

    1. Member of family of origin--daughter, sister, etc.
    2. Friend.
    3. Student.
    4. Citizen.

  C. Role responsibilities.

  D. Role conflicts.

II. Basic human needs of self and others.

  A. Physical needs.

    1. Identification of needs.
    2. Ways of meeting needs in own and other cultures.
    3. Problems associated with difficulty in meeting physical needs.
    4. Variations at different periods in life cycle.

  B. Emotional--social needs.

    1. Identification of needs.
    2. Ways of meeting needs in our own and other cultures.
    3. Variations at different periods in life cycle.
    4. Problems associated with difficulties in meeting needs.
    5. Long-range effects if needs are not met.
    6. Personal responsibility with respect to meeting needs of self and others.

  C. Mental needs.

    1. Identification of needs for knowledge and understanding.
    2. Ways of meeting needs.
    3. Problems associated with meeting mental needs.
    4. Meeting own mental needs and helping others meet their needs.

III. Communication, verbal and nonverbal.

  A. Definitions of communication, verbal and nonverbal.

  B. Communication as a major factor in relationships.

  C. Verbal communication.

    1. Methods.
    2. Content.
    3. Voice.
    4. Means of improving.

  D. Nonverbal communication.

    1. Means expression, posture of head and body, touch, gestures, dress, cosmetics, home furnishings, use of time and space.

  E. Developing ability to communicate more effectively.

## UNIT II. PERSONAL STANDARDS OF CONDUCT.

I. Definition of personal standards of conduct.

II. Reasons for developing personal standards of conduct.

III. Cultural and subcultural influences.

  A. Comparison of standards of conduct in our culture in past and present.

  B. Comparison of standards of conduct in different subcultures in America.

IV. Value bases for development of personal standards of conduct.

  A. Definition of values.

  B. Recognizing personal values.

  C. Origin of personal values.

  D. Nature of values.

    1. Expression of values.
    2. Difficulty in recognizing.
    3. Difficulty in changing values.
    4. Conflicting values within oneself and with others.
    5. Weighing values in making choices.

  E. Religious values as a base for personal standards of conduct.

    1. Differences in religions and interpretations.
    2. Changes in religion as related to changes in values.

3. Results of having religion as base for values.
4. Efforts of religious institutions to help individuals in terms of personal standards of conduct.

F. Status as value base for personal standards of conduct.

   1. Definition of status.
   2. Examples that show how status as a value determine conduct.
   3. Reasons for status as value base.

      a. Basic need for recognition, participation, acceptance.
      b. "Symbolic" value.
      c. Importance of status at different stages of life.

   4. Significance of status as value in different subcultures.

G. Health as value base for personal standards of conduct.

   1. Distinguishing between real and "symbolic" values.
   2. Research data on effects of alcohol, tobacco, drugs as related to health and conduct.
   3. Diseases--including venereal disease among teenagers.

H. Conformity as value base for personal standards of conduct.

   1. Definition and explanation of conformity.
   2. Possible reasons for felt need for conformity.

      a. Sense of identity with group other than family.
      b. Fear of deviancy.

   3. Conformity at different stages of life.
   4. Conformity in different subcultures.
   5. Influence of advertising on conformity.
   6. Overconforming.

I. Unconventionality as value base for standards of conduct.

   1. Definition and examples.
   2. Bases for conventions.
   3. Bases for unconventionality.
   4. Theories about unconventionality of adolescents and youth.

J. Responsibility as value base for standards of conduct.

   1. Definition and explanation of responsibility.
   2. Differences in mature responsibility and assumed duty.
   3. Examples of responsibility in various subcultures.
   4. Responsibility to oneself.
   5. Responsibility to others.

## UNIT III. BECOMING AN ATTRACTIVE WOMAN.

- I. Personal Grooming.
  - A. Concept of "good grooming."
  - B. Cultural differences with respect to personal grooming.
  - C. History of emphasis on appearance of women throughout ages.
  - D. Value bases for personal grooming.
    - 1. Human relations.
    - 2. Health.
    - 3. Self-respect.
    - 4. Career or job success.
  - E. Grooming routines for teenagers.
    - 1. Care of skin, hair, nails, body (depending on needs of students).
    - 2. Collection and care of grooming aids.
      - a. Cosmetics and consumer protection laws.
    - 3. Special grooming problems.
- II. Other influences on personal appearance.
  - A. Posture, sitting, standing, and moving.
  - B. Mannerisms.
  - C. Health habits with respect to
    - 1. Sleep and rest.
    - 2. Diet.
    - 3. Cleanliness.
    - 4. Exercise.
- III. Enhancing appearance through clothing selection.
  - A. Attitudes and values relating to clothing.
  - B. Art principles applied to selection of clothing.
    - 1. Balance.
    - 2. Proportion.
    - 3. Emphasis.
    - 4. Rhythm.
    - 5. Harmony and unity.
  - C. Personality considerations in clothing selection.

## UNIT IV. CONSUMER BUYING OF CLOTHING.

I. Wardrobe planning.

  A. "Needs" versus "wants" in making wardrobe decisions.

    1. Place of clothing in hierarchy of values.
    2. Personal wardrobe needs in relation to wardrobe of other family members.
    3. Consequences of impulsive buying or planned purchases.
    4. What to buy in terms of coordinating color, texture, line and design in wardrobe.

  B. Resources to consider.

    1. Clothes on hand.
    2. Money--personal and family.
    3. Skills--construction and buymanship.
    4. Care and storage facilities.
    5. Potential gifts.

  C. Quality needs in clothing for various activities and occasions.

    1. Work and/or school.
    2. Public appearances other than above.
    3. Infrequent use--party or special occasion.
    4. Recreation and relaxation activities.

  D. Considerations for year-round wear.

    1. Outdoor climate.
    2. Air-conditioned indoor climate.

II. Decisions in the market place.

  A. Motivation and pressures for purchase.

    1. Advertising.
    2. Peer acceptance.
    3. Prestige of brands or stores.
    4. Sales personnel.
    5. New fads or fashions.
    6. Need--real or assumed.

  B. Cost of item in relation to resources and to need.

  C. Fit and becomingness.

  D. Integration into wardrobe.

III. Shopping practices in buying clothing and accessories.

  A. Using consumer information to investigate before buying.

    1. Advertisements.
    2. Analyses of products by testing agencies.
    3. Informative labeling.
    4. Brand names and seals of approval.

B. Use of "sales."

1. Knowing typical price levels.
2. Awareness of types of merchandise promoted.
    - a. Regular stock.
    - b. Special order.
    - c. Irregulars or seconds.
    - d. Broken sizes.
3. Decisions about when to shop at a sale.

C. Advantages and limitations of various places to buy.

1. Department store.
2. Speciality shop.
3. Discount house.
4. Mail order house.
5. Clothing exchange, rummage sale or second-hand store.

D. Advantages and limitations of various methods of payment.

1. Cash.
2. Charge.
3. Installment.
4. Lay-away.

E. Consumer responsibility to the seller.

1. Courtesies in handling and trying on merchandise.
2. Understanding privileges and policies in relation to approvals and returns.
3. Keeping communication open.
    - a. Asking pertinent questions to get product information.
    - b. Providing pertinent facts about size, color, quality desired, etc.
4. Showing appreciation for good service.
5. Making justifiable complaints.

## UNIT V. PERSONAL NUTRITION.

I. Importance of nutrition in relation to personal appearance. (Introduced in Grade 7: related concepts further developed in Grade 9.)

A. Nutritional effects on vitality and strength.

B. Appearance of skin, hair, teeth, eyes, and nails as related to unit.

II. Importance of nutrition in relation to later roles in life.

A. Relation of diet of young girl to later pregnancies and childbirth.

B. Food habits.

1. The relationship of today's food preferences and habits to patterns for future family.
2. Advantages of eating a variety of foods.

a. Social situations.
b. Special diets.
c. Different countries and cultures.
d. Fun and creativity.
e. Economies in spending.

III. Cultural and scientific influences on food.

A. Cultural differences in relation to intake.

1. Time and frequency of meals, snacks, etc.
2. Type of food for specific meals.
3. Ways of preparing foods.
4. Standards for appearance and taste.
5. Values associated with eating.

B. Technological and regulatory considerations.

1. Nutritional research and changes in recommended intake.
2. Influence of new equipment and methods for processing, packaging and merchandising food.
3. Conditions affecting safety of food for consumption.
4. Natural foods versus dietary enrichments, supplements, and substitutes.

IV. Special dietary considerations.

A. In relation to weight gain or loss.

1. Importance of diet, i.e., total nutrient intake and eating patterns; total nutrient intake and fad diets.
2. Importance of medical advice.
3. Bone structure.
4. Caloric needs.
5. Exercise and activity.
6. Role of glands.
7. Psychological factors.
8. Inherited factors.
9. Cultural differences in values with respect to woman's figure and weight.

B. In relation to illness.

1. Psychological factors.
2. Following professional advice.

a. Diets to accommodate deficient body functions--permanent or temporary.
b. Diets to supplement inadequate nutritional intake.

V. Planning and preparing quick nutritious meals.

A. Considerations.

1. Nutritional needs of people to be fed.
2. Resources available, money, time, energy, skills, equipment.
3. Appearance, color, flavor, and texture of food combinations.
4. Manner of serving.

B. Use of meal patterns.

1. Definition of "meal" and "meal pattern."
2. Function of meal patterns.
3. Differences in meal patterns.

   a. Cultural--nationality, rural, urban, suburban.
   b. Family composition and activities.

4. Traditional meal patterns.

   a. Breakfast.
   b. Brunch.
   c. Lunch or supper.
   d. Dinner.
   e. Snacks or refreshments.

C. Steps in meal management.

1. Planning--menu, marketing, preparation schedule, serving and cleanup.
2. Preparation.
3. Serving.
4. Cleanup and evaluation.

## UNIT VI. USING PERSONAL LEISURE.

I. Concepts of leisure.

A. As related to time.

1. "Free" time, nothing to do.
2. "Time off" from work, employment, school, or home responsibility.
3. "Discretionary" time, block of unoccupied time when one is free to use it as he chooses.

B. As related to work.

1. Need for a change of pace.
2. Need for re-creation, for compensatory activities to balance work.

- C. As an attitude.
    - 1. Time to "use" or time to "kill."
    - 2. As freedom and opportunity "for," rather than freedom "from" activities.
- D. As a way of life.
    - 1. Keeping oneself unencumbered by obligations of schedule.
    - 2. Freedom from meeting demands of existence.

II. Influences on use of leisure.

- A. Goals.
    - 1. Conditioned by values of self, peer group, and family.
    - 2. Conditioned by commercialism and advertising.
- B. Time available.
    - 1. Frequency of leisure periods.
    - 2. Amount of time, in any one period and total time per day, week, month, or year.
    - 3. Variations due to type of work and age of person.
- C. Other resources.
    - 1. Within self.
    - 2. At home.
    - 3. In immediate or larger community.
- D. Policies and programs of local and/or national organizations.

III. Building leisure skills.

- A. Considerations of balance.
    - 1. For time alone and time with others.
    - 2. For short periods and for extended periods of time.
    - 3. For various types of personal development, physical, mental, emotional, social, and for service to others.
    - 4. For present use and probable future use.
    - 5. Developing and using a variety of resources.
- B. Analysis of leisure activities.
    - 1. Developmental.
    - 2. Social.
    - 3. Service.
    - 4. Creative.

C. Planning for leisure opportunities in relation to plans for

1. Money.
2. Food.
3. Clothing.
4. Housing.
5. Own schedule.
6. Utilizing various media, TV, movies, etc.

NOTE: (In our work-oriented culture, we tend to think of leisure as a vacuum to be filled rather than offering opportunities for personal development and service. The purpose of this section is to help the student understand the concept of leisure and values related to its use. Techniques of analyzing the offering of the mass media for their content and possible effects may be discussed.)

## Home Economics Grade 10 Unit Outlines

## UNIT I. LOOKING FORWARD TO MARRIAGE AND/OR A JOB OR CAREER.

I. Examining adult living.

- A. Areas of adult responsibility.
    1. Personal.
    2. Occupational.
    3. Marriage and family.
    4. Citizenship.
- B. The social setting for today's adult living.
    1. Socio-economic changes related to industrialization.
        - a. Commercial and industrial expansion.
        - b. Specialization.
        - c. Urbanization and suburbanization.
        - d. Improvements in transportation and communication.
        - e. Prosperity and affluence.
    2. Socio-economic changes related to scientific and technological advances.
        - a. Knowledge expansion.
        - b. Exploitation of human and material resources.
        - c. Automation.
        - d. Obsolescense of jobs, skills, and products.
        - e. Educational opportunities.
        - f. Prosperity and affluence.
        - g. Shrinkage of world and space.
- C. Trends which affect adult responsibility.
    1. Population trends.
        - a. Population explosion.
        - b. Population control.
        - c. Increase in proportion of the aging and young in the population.
    2. Labor force trends.
        - a. Increase in size of labor force.
        - b. Increase in proportion of women and of married women in the labor force.
        - c. Increase in demand for skilled, trained workers.
        - d. Decrease in demand for unskilled workers.
    3. Mobility trends.
        - a. Greater geographic mobility.
        - b. Greater job mobility.
        - c. Greater social mobility.

4. Trends in work and leisure life.
    a. Shorter work week.
    b. More leisure time.
    c. Earlier retirement.
5. Trends in personal and family life.
    a. Earlier marriages, earlier parenthood.
    b. Lowered household production.
    c. Increased family consumption.
    d. Higher standard of living.
    e. Faster pace of living.
    f. Increased use of labor-saving equipment and products.
    g. Easier credit.
    h. Greater dependence on public service.
6. Movement toward greater and equal opportunity for all.
    a. New public attitudes (family planning, housing).
    b. Social security (legislation) and federal aid.
    c. Expanded educational opportunities.
    d. Greater freedom of choice.

D. Adult problems resulting from changes.
    1. Increased wants.
    2. Increased mental illness.
    3. Increased divorce.
    4. Increased juvenile delinquency and crime.
    5. Unemployment of unskilled workers.
    6. Increased competition for jobs.
    7. Difficulties in management of time, money, and energy.
    8. Shifted responsibilities.
    9. Altered and confused roles.

E. Status of women in the population.
    1. Single person, with or without dependents.
    2. Married person, with or without dependents.
    3. Widow, with or without dependents.
    4. Divorced or separated person, with or without dependents.

F. Characteristics of women in the labor force.
    1. Proportion of total.
    2. Composition according to family status.
    3. Age.
    4. Types of occupations.
    5. Work patterns.
    6. Income.

G. Prospects for employed women.

1. More women in the labor force.
2. Longer period of employment.
3. Higher skill and training requirements.
4. Increase in service-type occupations.
5. Less discrimination because of sex or race.
6. Periodic retraining to adjust to labor demands.
7. Shorter work week.

H. Factors affecting women's decisions when to combine marriage with employment or community service.

1. Present and future economic needs.
2. Individual needs of family members.
3. Care of children during working hours.
4. Management of household responsibilities.
5. Attitudes of husband and family.
6. Personal rewards of work or volunteer service.
7. Availability of jobs, transportation, household services.
8. Earning power.
9. Family values.
10. Stage of family life cycle.

I. Advantages of general education for women at high school and post-high school levels.

1. Provides abilities for responsible citizenship.
2. Contributes to enrichment of family life.
3. Widens horizons for personal development.
4. Improves qualifications for employment.

J. Benefits of wage-earning preparation for women.

1. Provides abilities for support of self and/or others.
2. Helps when supplementary family income is needed.
3. Adds security during family emergencies.
4. Provides a means for contributing to society.
5. Aids in achieving personal satisfaction.

II. Preparing for adult living.

A. Evaluation of personal goals.

1. Recognition of aspirations.
2. Identification of values.
3. Realistic examination of future prospects.

B. Appraisal of available resources.

1. Finances.
2. Personal qualities. (See 7th-grade outline, ILLINOIS TEACHER, 1967-68, 11, 259-265.)
3. Other people.
4. Educational opportunities.

    - a. High school.
    - b. College.
    - c. Vocational and technical schools.
    - d. Company and government training programs.
    - e. Adult courses.
    - f. Independent study.

  - 5. Occupational opportunities.

    - a. Industries.
    - b. Commercial establishments.
    - c. Institutions.
    - d. Private homes.

  - 6. Opportunities for volunteer service.

    - a. Church groups.
    - b. School organizations.
    - c. Women's clubs.
    - d. Charities and welfare agencies.
    - e. Hospitals.
    - f. Rest homes.
    - g. Children's homes.
    - h. Political organizations.
    - i. Community government and development committees.
    - j. Others.

- C. Planning the use of resources to attain goals.

  - 1. Pursuing education.
  - 2. Getting married or remaining single.
  - 3. Selecting living accommodations.

    - a. Sharing housing with others.
    - b. Type and quality of housing needed.
    - c. Location of housing.
    - d. Cost of housing.
    - e. Household services and furnishings required.

  - 4. Choosing transportation.

    - a. Use of public facilities.
    - b. Sharing with others.
    - c. Buying a car, arranging for insurance and upkeep.

  - 5. Selecting group affiliations.

    - a. Social.
    - b. Religious.
    - c. Fraternal.
    - d. Service.
    - e. Special interest.
    - f. Professional.

6. Assembling work credentials.
    a. Social security number.
    b. Birth certificate.
    c. Work permit.
    d. Diploma, degree, certificate, license.
    e. Professional or union memberships.
    f. Papers concerning naturalization, security clearance, military service.
    g. Resume of qualifications, training, and experience.
    h. Letters of reference.
    i. Samples of work.
    j. Photograph.
7. Locating job leads or opportunities for volunteer service.
    a. Personal contacts with friends, relatives, others.
    b. School counselors and placement officers.
    c. Bulletin boards at schools, counseling services, agencies.
    d. Organizations, institutions, volunteer bureaus.
    e. Businesses, industrial concerns.
    f. Classified ads and news articles in newspapers, trade, professional, and other publications.
    g. Community and state employment offices and other agencies.
    h. Private employment agencies.
    i. Letters of inquiry.
8. Applying for a job.
    a. Application forms.
    b. Letters of application.
9. Interviewing for a job.
    a. Arrangements.
    b. Business etiquette.
    c. Appearance.
    d. Attitudes.

D. Achieving goals.
    1. Satisfying relationships with family, friends, and co-workers.
    2. Skill in work at home or on the job.
    3. Material rewards.
    4. Advancement in position and pay.
    5. Self-respect.
    6. Personal fulfillment.
    7. Contributions to others.

## UNIT II. BECOMING A MATURE WOMAN.

I. Maturity.

- A. Definition.
- B. Aspects.
  1. Physical.
  2. Intellectual (mental).
  3. Emotional.
  4. Social.
  5. Philosophical.
- C. Discriminating between mature and immature behavior.
- D. Continuing development toward maturity in all aspects.
  1. Ways of developing.
  2. Sources of help.
- E. Maturity in relation to
  1. Responsibility to self and others (individual persons and society).
  2. Communication.
  3. Sexuality.
  4. Relationships with others.
- F. Further exploration of qualities of mature living.
  1. Healthy and mature attitudes.
     - a. Objectivity.
     - b. Emotional stability.
       - (1) Sense of proportion.
       - (2) Habits.
  2. Adequate outlets for energy, feelings.
  3. Personal philosophy of life based on value considerations.
- G. Steps in mature behavior.
  1. Consideration of goals in terms of values of self and "significant others."
  2. Consideration of steps which must be taken to attain goals.
  3. Analysis of probable consequences of possible courses of action.
  4. Recognition that there is dissonance in any major decision.
  5. Making decision without undue frustration and accepting consequences.

II. Evaluation of own level of maturity.

- A. Determining level with respect to the various aspects of maturity.
    1. Physical.
    2. Intellectual.
    3. Emotional.
    4. Social.
    5. Philosophical.
- B. Reasons for own status with respect to maturity.
- C. Personal goals with respect to developing as a mature woman.
    1. Determination of goals.
    2. Planning for their achievement.
        - a. Sources of help.
        - b. Role of self-discipline.

III. Developing sensitivity to needs of others.

- A. Areas of need (review, see outline for Unit I, ninth grade).
- B. Sensitivity through verbal and nonverbal communication.

IV. Improving communication skills.

- A. Meaning of communication, verbal and nonverbal (see outline, Unit I, Grade 9).
- B. Importance of communication in family life, in friendships.
- C. Ways of keeping lines of communication open.
- D. Problems in communication.
    1. Problems of semantics.
    2. Problems with respect to frame of reference.
    3. Problems across generations.
    4. Problems in man-woman communication and cultural bases.
- E. Determining personal goals with respect to improved ability to communicate.

## UNIT III. UNDERSTANDING AND CARING FOR CHILDREN.

I. Development of self-understanding through understanding children.

- A. Increase in self-identity.
- B. Growth in self-understanding based on knowledge of and interaction with children.

II. Development of children.

- A. Aspects of development.
  - 1. Physical development.
    - a. Growth, changes in proportion.
    - b. Coordination, manipulation, locomotion.
    - c. Hunger, thirst, activities, rest.
  - 2. Mental development.
    - a. Native capacity.
    - b. Acquisition and application of knowledge through interaction with environment.
  - 3. Emotional-social development.
    - a. Love.
    - b. Affection.
    - c. Security.
    - d. Relationships.
- B. Rate and sequence of development.
  - 1. Continuous, irreversible process.
  - 2. Uniqueness of individual patterns.
- C. Influence of environment on development.
  - 1. Sensitivity to surroundings.
  - 2. Imitation.
  - 3. Interaction with expanding environment.

III. Caring for children.

- A. Obligations to parents and children.
  - 1. Following established procedures.
  - 2. Meeting needs.
  - 3. Guiding behavior.
  - 4. Providing for safety.
  - 5. Providing for development.
- B. Attitudes toward children.
  - 1. Interest in children.
  - 2. Friendliness, affection.
  - 3. Empathy.
  - 4. Appreciation of children as individuals.
- C. Meeting basic needs through supervised play activities.
  - 1. Importance of play in learning.
    - a. Free play.
    - b. Guided play.

2. Selection of materials and equipment for
    a. Large muscle activity.
    b. Small muscle activity.
    c. Sensory experience.
    d. Imaginative play.
    e. Dramatic play.
    f. Expanding interests.
    g. Social interaction.
3. Guidance.
    a. Understanding behavior and its causes.
    b. Positive and negative techniques.
    c. Effects of methods, actions, attitudes on development.

## UNIT IV. PLANNING AND PREPARING SIMPLE MEALS.

I. Considerations in planning family meals (in part, review of ninth-grade content).
    A. Facilities for eating away from home and family preference with respect to "eating out."
    B. Family members.
        1. Numbers and ages.
        2. Likes and dislikes.
        3. Activities.
        4. Health factors and special requirements.
        5. Skills in food preparation.
        6. Values related to food.
        7. Family customs and traditions.
        8. Ethnic and religious background of family.
        9. Time available for food preparation.
    C. Family's "way of life."
    D. Amount of money budgeted for food.
    E. Equipment available for food preparation and service.
    F. Nutrition.
    G. Availability of foods.

II. Meeting nutritional needs of family members.
    A. Regularity of food intake.
    B. Nutritional needs.
        1. Recommended allowances.
        2. Factors affecting needs: age, sex, activity, state of health.

III. Nutrient classes.

- A. Proteins.
    - 1. Definition and identification of rich sources.
        - a. Complete.
        - b. Incomplete.
    - 2. Functions in the body.
    - 3. Selection for optimum quality.
    - 4. Preparation (meat or egg preparation).
- B. Fats.
    - 1. Types and rich sources.
    - 2. Functions in the body.
    - 3. Selection.
    - 4. Use of fat in preparation of food (for examples in vegetable and meat preparation).
- C. Carbohydrates.
    - 1. Definition and identification of rich sources.
        - a. Sugar.
        - b. Starch.
    - 2. Functions in the body.
    - 3. Selection.
    - 4. Preparation to aid starch digestibility (for example, in cereal and vegetable preparation).
- D. Vitamins.
    - 1. Definition and identification of rich sources.
        - a. Water soluble (thiamine, riboflavin, niacin, other members of B complex, ascorbic acid).
        - b. Fat soluble (A, D, E, and K).
    - 2. Functions in the body.
    - 3. Selection.
    - 4. Preparation to conserve (vegetable and fruit preparation).

IV. Management in food selection, preparation, and storage.

- A. Planning for variety and attractiveness in food combinations (in part, review of content, grades 7 and 9).
    - 1. Color.
    - 2. Texture.
    - 3. Shape.
    - 4. Flavor.
    - 5. Temperature.
    - 6. Form.
    - 7. Preparation.
    - 8. Nutrient.

- B. Saving time and energy.
  - 1. Choice of menu.
    - a. Forms of foods selected.
    - b. Methods of preparation.
    - c. Way meal is served.
  - 2. Organization of work.
    - a. Equipment and supplies.
      - (1) Use.
      - (2) Storage.
    - b. Making a market order.
    - c. Planning a time and work schedule.
  - 3. Work habits.
    - a. Posture and motions.
    - b. Dovetailed tasks and shortcuts.
    - c. Condition of surroundings.
      - (1) Work surfaces.
      - (2) Cleanup during process.
- C. Shopping for food.
  - 1. Use of a market order.
    - a. Form.
    - b. Quality.
    - c. Quantity.
  - 2. Where and when to buy.
  - 3. Labels and their use.
- D. Home storage of food in relation to keeping qualities.
  - 1. Expediency.
  - 2. Location (temperature).
  - 3. Type of container or covering.

V. Planning and preparing simple family meals--the day's dietary for families of varied makeup.

UNIT V. PERSONAL CLOTHING (may be omitted). (With emphasis on care and repair.)

I. Use of the sewing machine.

- A. Setting up and closing machine.
- B. Sitting at the machine--posture and bodily set.

- C. Operating the machine.
  - 1. Treadle (depending upon situation).
  - 2. Electric.
    - a. Knee control.
    - b. Foot control.
- D. Threading the machine.
- E. Starting and stopping machine.
- F. Guiding the fabric under the presser foot.
- G. Testing and adjusting machine stitching.
  - 1. Thread color, size, and texture.
  - 2. Length of stitch.
  - 3. Tension.
- H. Fastening machine stitching.
  - 1. Backstitching.
  - 2. Lapping.
  - 3. Tying a square knot.
- I. Care of machine.
  - 1. Changing needle.
  - 2. Diagnosing common stitch irregularities.
  - 3. Cleaning and lubricating.

II. Use of needle and thread.

- A. Needle.
  - 1. Type.
  - 2. Size.
  - 3. Threading.
- B. Thread.
  - 1. Color, size, texture.
  - 2. Length.
  - 3. Knotting.
- C. Position of needle, thread, and thimble during hand sewing.
- D. Position of fabric or garment during hand sewing.
- E. Permanent hand sewing (running stitch, backstitch, combination stitch).
- F. Fastening a line of permanent hand sewing.

III. Use of sewing machine or hand stitching in repairing broken seams.

IV. Hemming.

  A. Determining becoming length for skirt.

    1. Build, including size and shape of legs.
    2. Age.
    3. Height of heels worn.
    4. Prevailing fashion.

  B. Measuring so that hem line is parallel to floor.

  C. Establishing hem line crease.

  D. Determining width of hem.

    1. Weight of fabric.
    2. Style of skirt.

  E. Adjusting upper hem edge to fit skirt at point where hand stitched together.

  F. Choosing finish for upper hem edge.

    1. Weight of fabric.
    2. Amount fabric ravels.
    3. Alternatives.

      a. Folded under.
      b. Folded under and machine stitched.
      c. Seam binding.
      d. Pinked and machine stitched.

  G. Preparation of seams in hem.

    1. To distribute bulk.
    2. On edge of pleat.
    3. Catch stitch.
    4. Invisible stitch.

V. Attaching fastenings.

  A. Types and uses for each.

    1. Button and buttonhole.
    2. Button and loop.
    3. Hook and straight or round eye.
    4. Snaps.

  B. Determining size, type, and color of each fastener.

  C. Repairing garment if damaged in area of fasterner location.

- D. Attaching fastener.
  - 1. Button.
    - a. With a shank.
      - (1) Purpose.
      - (2) Self-shank.
      - (3) Thread shank.
    - b. Without a shank.
  - 2. Thread loop.
    - a. Position.
    - b. Establishing size.
    - c. Making the loop.
  - 3. Snap.
    - a. Location in relation to edge.
    - b. Overhand stitch.
  - 4. Hook and eye.
    - a. Location in relation to edge.
    - b. Overhand stitch.

VI. Putting in zippers.

- A. Selecting zipper suitable for need.
- B. Precautions in removing broken zipper.
- C. Establishing length of placket opening.
- D. Preparing placket opening.
  - 1. Stitching fastened at both ends.
  - 2. Opening machine-basted.
  - 3. Seam allowance pressed open.
- E. Applying zipper.
  - 1. Slot placket (two overlaps with zipper centered beneath opening).
  - 2. Single overlap placket.
  - 3. Concealed zipper placket.

VII. Other aspects of care (review as needed; see eighth-grade outline).

## Home Economics Grade 11 Unit Outlines

### UNIT I. MEANING OF HOME AND FAMILY.

I. Concepts of home and family and how they develop through experience.

II. Concepts of home and family in literature and art.

III. Family roles.

  A. Identification.

  B. Influences on role concepts.

### UNIT II. THE FAMILY AS A SOCIAL INSTITUTION[1]

I. The family as affected by and as affecting the institutions of

  A. Economics.

  B. Education.

  C. Politics.

  D. Religion.

  E. Social class system.

II. Other influences on the family (on structure, authority patterns, ways of solving problems and achieving goals).

  A. Cultural

  B. Ethnic.

  C. Social conditions.

    1. Technological developments.
    2. Expanding knowledge in all areas.
    3. Shrinking world.
    4. Emergence of new nations and groups.
    5. Space exploration.

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[1] Coordinate with social studies.

6. Developments in communication and travel.
7. Urbanization and suburbanization.
8. Commuting workers.
9. Explosive population growth in some groups.
10. Increasing life span.
11. Emphasis placed upon youthfulness.
12. Need for reeducation for employment.
13. Decrease in job opportunities for unskilled workers.
14. Increase in need for skilled workers.
15. Increased importance of job preparation.
16. Increased number of women employed in work force.
17. Shorter work week; increased leisure.
18. High rates of juvenile delinquency and mental illness.

III. Present conditions in family life.

- A. Lessened self-sufficiency and increased dependency upon outside agencies.

- B. Family-community interaction.

    1. Shared responsibility for meeting individual needs: education, health, safety, religion and recreation.
    2. Increased importance of affectional functions.

- C. Variety in family patterns.

- D. Early marriage and parenthood.

- E. Geographic mobility of individuals and families.

- F. High divorce rate.

- G. Increasing complexity of roles of family members.

- H. Increasing proportion of employed homemakers.

- I. Family welfare influenced by governmental decisions and world tensions.

- J. Increased mechanization in the household.

- K. Abundance of goods and services available.

- L. The family primarily a consuming unit.

IV. Legal aspects of family life.

A. Family's legal responsibilities with respect to children.

B. Laws as reflecting attitudes and values of society.

1. Marriage.
2. Divorce.
3. Family welfare.
4. Provision and help for families with temporary hardships.
5. Agencies and institutions assuming obligations previously met by families.

V. Marriage--legal, social, and religious aspects.

A. Attitudes and values of society toward family life as reflected in laws.

B. Legal requirements for marriage.

C. Civil authority vested in clergy in United States.

1. Clergy as giving civil and religious sanction over marriage.
2. Differences in religious faiths with respect to the marriage ceremony.

D. Marriage ceremony, transition from engagement to married life, and social customs related to the ceremony.

E. Mate selection.

1. Free mate selection in the United States in contrast to methods of many other countries.
2. Variations in acceptance of freedom in mate selection, social, ethnic, religious factors.

## UNIT III. RESPONSIBILITIES OF THE FAMILY.

I. Responsibilities of the family to its members.

A. To children.

1. Contributions of family to meeting physical, mental, emotional, social needs.

II. Patterns of adult living.

   A. Couple with or without children--the conjugal family.

      1. Marriage.
      2. Separate place of residence.
      3. Self-support.
      4. Control of own affairs.

   B. Incomplete family.

      1. Widow, widower or divorcee with their children.
      2. Brothers and sisters who continue to live together.

   C. Extended family, one of more than two generations.

      1. Joint households.
      2. Clustered separate domiciles.

   D. Single person.

      1. Most adults "single" at some period in their lives.
      2. Opportunity for concentration on career or social service activities.

III. Understanding adult roles in the family life cycle.

   A. Roles of the young adult.

      1. Student.
      2. Roommate.
      3. Employed person.
      4. Homemaker.
      5. Wife or husband.
      6. Parent.
      7. Community participant.

   B. Roles of men and women less clearly defined in modern society, subject to change.

   C. Husband-wife role.

      1. Adjustments among young married couples.
      2. Determining new roles as husband and wife.
      3. Transferring deepest affection to marriage partner from parents.
      4. Influences of examples in the parental home.

B. To adults.

  1. Contributions of family to meeting basic needs, especially those of psychological and emotional security.

C. To aging members.

  1. Present situation with respect to aging members of family.
  2. Meeting needs of aging.

II. Resources available to family in meeting its responsibilities.

  A. Community.

  B. Governmental.

  C. Religious.

III. Responsibilities of the family to society.

  A. Participation in the life of the community.

  B. Ethical use of community resources.

  C. Contributions the family can make to the larger society.

## UNIT IV. DEVELOPMENTAL STAGES OF FAMILY LIFE.

I. Stages in the family life cycle.[1]

  A. Beginning family.

  B. Childbearing stage.

  C. Family with preschool children.

  D. Family with school children.

  E. Family with teenagers.

  F. Family as launching center.

  G. Family in middle years.

  H. Aging family.

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[1] From writings of Evelyn Duvall and Reuben Hill.

II. Patterns of adult living.

- A. Couple with or without children--the conjugal family.
  1. Marriage.
  2. Separate place of residence.
  3. Self-support.
  4. Control of own affairs.
- B. Incomplete family.
  1. Widow, widower or divorcee with their children.
  2. Brothers and sisters who continue to live together.
- C. Extended family, one of more than two generations.
  1. Joint households.
  2. Clustered separate domiciles.
- D. Single person.
  1. Most adults "single" at some period in their lives.
  2. Opportunity for concentration on career or social service activities.

III. Understanding adult roles in the family life cycle.

- A. Roles of the young adult.
  1. Student.
  2. Roommate.
  3. Employed person.
  4. Homemaker.
  5. Wife or husband.
  6. Parent.
  7. Community participant.
- B. Roles of men and women less clearly defined in modern society, subject to change.
- C. Husband-wife role.
  1. Adjustments among young married couples.
  2. Determining new roles as husband and wife.
  3. Transferring deepest affection to marriage partner from parents.
  4. Influences of examples in the parental home.

D. Homemaker's role.

1. Household management and interpersonal relationships as factors in the homemaker's role.
2. Employment of wife as aspect of the homemaker's role.
    - (a) Factors involved in the decision to work outside the home.
    - (b) Influence of the wife's employment on the roles of other members in the family.

E. Parent.

1. In the childbearing stage, parent responsibilities include:
    - (a) Provision of a stable environment.
    - (b) Reconciliation of differences resulting from variation in backgrounds of family members.
    - (c) Mutual support in meeting developmental needs of family members.
2. Adjustments required in meeting a succession of changes in the expanding family.
    - (a) Acceptance of the parent role.
    - (b) Adapting to the needs of the infants and growing children.
    - (c) Modifying the role as children grow and attain independence.

F. Husband and wife in the contracting family.

1. Factors conducive to reaching "contracting family stage" in early middle years.
    - (a) Marriage in the teens and early 20s.
    - (b) Smaller families.
    - (c) Unmarried sons or daughters maintaining independent living arrangements.
2. Factors conducive to reaching "contracting family stage" later in the family life cycle.
    - (a) Delayed parenthood or extended parenthood.
    - (b) Remarriage of a widow, widower or divorced person.

3. Developmental stage in the family life cycle extended by increased life span.
4. New self-conceptions and role behaviors as results of
    - (a) Physical changes.
    - (b) Changes in economic status.
5. Ease in adjustments as a middle-aged couple, facilitated by satisfactions gained as grandparents.

G. Aging couple.

1. Changing attitudes toward opportunities for continuing growth and development at upper-age levels.
2. Increased opportunities for cultural and recreational activities.
    - (a) Travel.
    - (b) New recreational interests.
    - (c) Intellectual development and emotional interaction.
3. Need for accommodation to changing conditions and financial circumstances.
    - (a) Chronic illness.
    - (b) Dependency.
    - (c) Loss of spouse.
    - (d) Changes in living arrangements.

## UNIT V. BEGINNING A NEW FAMILY.

I. Social relationships in preparation for marriage.

A. From dating to engagement.[1]

1. Dating as the usual early stage in a progressive process leading to marriage.
2. Purposes of dating in our culture.
    - (a) Meeting needs for approval.
    - (b) Recognition and companionship.
    - (c) Preparing for the give and take of marriage.
    - (d) Becoming better acquainted as a basis for determining whether or not to marry.
    - (e) Helping develop standards relative to what is desirable in a mate.

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[1] See Ninth Grade Unit, Extended Relationships. This section may be omitted, depending on student need.

B. Goals of the engagement period.

1. Developing pair unity and identity.
2. Becoming mutually responsive.
3. Integrating social patterns.
4. Unifying values, interests, and goals.
5. Planning in terms of practical decisions concerning living arrangements, employment, relationships with families.

II. Assuming responsibilities involved in marriage.[1]

A. Establishing a home.

B. Establishing mutually acceptable systems for obtaining and spending money.

C. Developing mutually satisfying ways of carrying on the work of the home.

D. Establishing mutually satisfying sex relationships.

E. Establishing systems of intellectual and emotional communication.

F. Developing workable relationships with relatives, friends and acquaintances.

G. Planning for children.

H. Establishing an acceptable philosophy of life as a couple.

I. Establishing mutually acceptable patterns of who does what and who is accountable to whom.

III. Meeting affectional needs as a primary purpose of marriage and family life.

A. Review of emotional needs.

1. Recognition.
2. Affection.
3. Adequacy.
4. Self-expression.
5. Empathy.

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[1] Adapted from Duval, Evelyn Millis, Family Development, J. B. Lippincott, Philadelphia, 1962, p. 128.

B. Developing concepts of love.

1. Active aspects of love characterized primarily as giving, not receiving.[2]
2. In addition to giving, basic elements of love include:

    (a) Care.
    (b) Responsibility.
    (c) Respect.
    (d) Knowledge.

3. Increased importance in personal relationships of husband and wife.

4. Communicating love and concern.

    (a) Verbally.
    (b) Non-verbally.

5. Sensitivity to other's needs as an aspect of loving.

IV. Marital adjustments.

V. Resources available for aid in achieving developmental tasks of marriage.

A. Family life education in school.

B. Church programs of education.

C. Adult programs in the community.

D. Premarital and marital counseling.

E. Literature relating to research and clinical studies.

UNIT VI. MANAGING A HOME.

I. Meaning of management.

A. Decision-making as the crux of management.

B. What it means to manage a home.

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[2] Developed from Fromm, Erich, The Art of Loving, Harper and Row, 1965.

II. Areas of decision-making in family life, for example

- A. Family earning and spending.
- B. Place of residence.
- C. Children in the family.
- D. Use of leisure.
- E. Personal relationships.

III. Influences on decisions.

- A. Goals.
- B. Values.
- C. Standards.

IV. Relationship among decisions in family life.

V. Variety and use of resources in solving family problems and meeting family needs.

UNIT VII. BECOMING A PARENT.

I. Responsibilities of parenthood.

II. The mother role.

III. The father role.

IV. Sources of information for prospective parents.

V. Helping the child develop.

- A. Physically.
- B. Mentally.
- C. Emotionally.

VI. Guidance procedures.

VII. Our responsibilities for all children.

## Home Economics Grade 12 Unit Outlines

### UNIT I. FAMILY FINANCIAL MANAGEMENT.[1]

I. Definition and sources of income.

  A. Meaning of income.

  B. Types of income.

    1. Money.
    2. Real.
    3. Psychic.

II. Bases for decisions regarding the use of income.

  A. Factors that influence use of income.

    1. Goals.
    2. Values.
    3. Standards.
    4. Needs and wants.

  B. Relationship of family life cycle to needs for and use of family income.

III. Planning for expenditures.

  A. Bases for planning.

    1. Record of past expenditures.
    2. Present spending habits.
    3. Cost of living.
    4. Individual and family needs, wants, goals, values, standards, and way of life.
    5. Long-term and short-term needs and goals.

  B. Developing a workable plan.

    1. Flexibility in plan.
    2. Quality of control on spending.
    3. Means of evaluating plan.
    4. Forms for budget and financial records.

  C. Family cooperation in planning for spending and record-keeping.

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[1] Adapted from Home Economics Education, Homemaking Aspect, Bulletin D7, Illinois Curriculum Program, Springfield, Illinois, 1966, pp. 133-136.

D. Planning for use of credit.

    1. Kinds of credit and advantages and disadvantages of each.
    2. Family use of credit.

IV. Establishing a financial security program.

A. Governmental and business-individual and family.

B. Insurance--types and situations where each might be desirable.

C. Other forms of savings.

    1. Purposes of saving.
    2. Planning for saving.
    3. Methods of saving.
    4. Factors that influence choice of savings plans.

V. Consumer buying.

A. Responsibilities of the consumer.

B. Moral and ethical aspects of consumption.

C. Consumer aids.

    1. Standards established by legislation and by governmental agencies.
    2. Sources of information about consumer products.
    3. Guarantees.

D. Role of business and industry.

    1. Advertising--role, purposes, analysis.
    2. Sales.
    3. Trade associations.

UNIT II. HOUSING THE FAMILY AND FURNISHING THE HOME.[2] (Specific units in the home furnishings section may be omitted, depending upon students' backgrounds and needs.)

I. Sociological and psychological aspects of housing.

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[2] Adapted from Home Economics Education, Homemaking Aspect, Bulletin D7, Illinois Curriculum Program, Springfield, Illinois, 1966, pp. 141-144.

- A. Social problems related to housing.
    1. Housing and delinquency.
    2. Housing and integration.
    3. Housing and health.
    4. Crowded conditions.
    5. Changing styles and natural deterioration.
    6. Housing and cultural opportunities.
    7. Housing in a mobile society.
    8. World housing problems.

- B. Considerations related to psychological needs.
    1. Facilities for entertaining.
    2. Provisions for privacy.
    3. Incentive to return for family gatherings.
    4. Aesthetic aspects.
    5. Provisions for handicapped.
    6. Layout and convenience.
    7. Cultural opportunities.
    8. Client, architect, and interior decorator relationships.

II. Factors that influence housing choices.

- A. Stages in family life cycle.
- B. Size of family and ages of members.
- C. Money available.
- D. Occupations and interests of family members.
- E. Values of individuals and family as a group.
- F. Health status of family members.
- G. Location.
- H. Neighborhood.
- I. City plan for zoning.
- J. Community services.
- K. Improvements made in area, lot, or house.
- L. Physical aspects of plot.

III. Furnished or unfurnished types of housing.

  A. Room.

  B. Apartment.

  C. House.

  D. Duplex.

  E. Row house.

  F. Mobile home.

  G. Cooperative housing unit.

IV. Factors to consider in determining whether to build, buy, or rent.

  A. Personal and family values, goals, and standards.

  B. Amount and stability of income.

  C. Residential stability or mobility.

  D. State of family in the life cycle.

V. Legal and financial aspects of housing.

  A. Terminology.

  B. House financing.

VI. Application of color theories and design principles.

  A. Color in relation to housing and home furnishing.

  B. Design principles applied to housing and home furnishings.

VII. Household textiles.

  A. Classifications and properties of household textiles.

  B. Considerations in selecting household textiles.

VIII. Wall and ceiling treatments, window treatments, and floor coverings.

  A. Factors to consider in choice of main backgrounds.

    1. Present furnishings.
    2. Use of the room.
    3. Effect upon adjacent rooms.
    4. Exposure, size, and shape of room.
    5. Personalities of people who live in room.
    6. Care.
    7. Cost.

  B. Special factors affecting choice of floor coverings.

  C. Special factors affecting choice of wall and ceiling finishes.

  D. Special factors affecting choice of window treatment.

IX. Furniture.

  A. Factors affecting furniture selection.

    1. Social and psychological.
    2. Construction.
    3. Harmony of line, color, and design.
    4. Cost.

  B. Arrangement.

  C. Care.

X. Major appliances.

  A. Factors affecting choice.

    1. Equipment needs.
    2. Use and care.
    3. Prices, guarantees, and servicing.

  B. Factors to consider in choosing specific equipment.

XI. Decorative accessories.

  A. Factors to consider in selecting accessories.

    1. Function.
    2. Harmony with room decoration.
    3. Cost.

B. Factors to consider in selecting specific accessories.

  1. Pictures.
  2. Lamps.
  3. Mirrors.
  4. Flower containers.
  5. Others.

XII. Tableware and decorative table accessories.

A. Factors to consider in selecting tableware.

  1. Needs for serving family meals and entertaining.
  2. Application of art principles.
  3. Cost.
  4. Care.

B. Factors to consider in selecting specific tableware items.

  1. Dinnerware.
  2. Glassware.
  3. Flatware.

XIII. Employment opportunities related to housing and home furnishings.

## UNIT III. PROVIDING FOR FAMILY FOOD NEEDS.[3]

I. Functions of food throughout the family life cycle.

A. Psychological meaning of food.

  1. Security and satisfaction through food.
  2. Sensory enjoyment from food.
  3. Emotional expression through food.

B. Social values of food.

  1. Building family patterns and traditions.
  2. Developing relations outside the home.

C. Physiological functions of food (review).

  1. Building and repair of body tissue.
  2. Regulating body processes.
  3. Providing work and heat energy.
  4. Protecting the body from infection and disease.

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[3] Adapted from Home Economics Education, Homemaking Aspect, Bulletin D7, Illinois Curriculum Program, Springfield, Illinois, 1966, pp. 151-153.

II. Meeting nutritional needs of individuals throughout the family life cycle.

   A. Daily nutrient requirements of young adults.

   B. Functions of nutrients.

   C. Sources of nutrients in foods.

   D. Variations and nutrient requirements and ways of meeting them.

      1. Pregnant and lactating women.
      2. Infants.
      3. Preschoolers.
      4. School-age children.
      5. Aging.

III. Planning and preparing nutritionally adequate meals and snacks.

   A. Planning meals and snacks to appeal to different age groups.

   B. Preparing food to retain nutrients.

IV. Managing time, energy, and money for meals and snacks.

   A. Assessing individual or family resources for food.

      1. Time.
      2. Energy.
      3. Money.
      4. Skill.

   B. Analyzing cost of food in time, energy, and money.

   C. Developing a food spending plan consistent with resources.

   D. Developing time and work patterns for provision of food consistent with resources.

   E. Accommodating variations in resources for food throughout the family life cycle.

V. Eating away from home.

  A. Coordinating meals eaten away from home and home.

    1. Nutritional adequacy.
    2. Sensory satisfaction.

  B. Customs for eating away from home.

VI. Entertaining with ease.

## UNIT IV. PROVIDING FOR FAMILY CLOTHING NEEDS.

I. Significance of clothing.

  A. Individual considerations.

    1. Influence of clothing on personality and behavior.
    2. Needs at various stages of development.

  B. Family budget considerations.

    1. Clothing a flexible expenditure.

      a. Conditioned by varying needs.
      b. Conditioned by resources available.

    2. Varying expenditures for clothing during family life cycle.

II. Management of clothing.

  A. Selection considerations.

    1. Planning for psychological as well as physical needs.
    2. Qualities of fabrics for temporary or long-time use.
    3. Type and amount of care and storage needed.
    4. Suitability for family's and individual's way of life in various indoor and outdoor climates.

  B. Maintenance considerations.

    1. Provisions for storage.
    2. Methods of care for cleanliness.
    3. Alterations and repair of various types and by various services.
    4. Possible outlets for clothing no longer suitable for original use.

## UNIT V. MEETING NEEDS OF SICK AND AGING IN THE FAMILY.[4]

- I. Meeting needs of sick family members at home.
  - A. Conditions making home care necessary or desirable for the mentally or physically ill.
    - 1. Factors in the patient's condition.
    - 2. Factors in the family situation.
  - B. Planning space and facilities for a sick person.
    - 1. Room to facilitate patient's comfort and care.
    - 2. Furniture and equipment for comfort and ease of care.
      - a. Adapting home equipment for sickroom use.
      - b. Borrowing or renting equipment from community sources.
    - 3. Methods of caring for the sickroom to aid in patient's comfort and care.
  - C. Providing for care and comfort of patients.
    - 1. Techniques for patient care.
    - 2. Means of making patients comfortable.
    - 3. Adjustments of family schedules and patterns to meet patient's needs.
    - 4. Use of volunteer and paid help from the community to assist in care of patient.
  - D. Feeding sick persons.
    - 1. Factors in planning food for sick persons.
    - 2. Diets for different health conditions.
  - E. Supporting persons in recovering from mental illness.
- II. Meeting needs of aging family members.
  - A. Meaning of aging.
    - 1. Characteristics of persons in middle life and old age.
    - 2. Developmental tasks of aging persons.

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[4] Adapted from Home Economics Education Syllabus for a Comprehensive Program, The University of the State of New York, the State Education Department, Bureau of Home Economics Education, Albany, 1964. pp. 95-97, 109-111. Permission for use is yet to be obtained.

B. Special needs of aging persons.

1. Housing.

   a. Location of housing to meet social and psychological needs.
   b. Features of housing to meet physical needs.

2. Clothing.

   a. Features of clothing to accommodate physical aging.
   b. Characteristics of clothing to meet social and psychological needs.

3. Nutrition (see Unit III - 11, D, 5).

   a. Modification of food practices for changing physiological conditions and nutritive needs.
   b. Adjustment of food practices to changes in income.
   c. Use of food as creative and social outlets.

4. Frequent physical check-ups.

   a. Early detection of irregularities.
   b. Measures to prevent illnesses.

5. Activity and association which gives a sense of worth, a sense of purpose.

6. Financial needs.

C. Contributions families can make to aging members.

1. Material contributions.
2. Non-material contributions.

D. Values in supporting well-being of aging family members.

1. To the aging.
2. To other family members.
3. To the society.

## UNIT VI. CONTINUING EDUCATION IN FAMILY LIFE.

I. Need for continuing education in family life.

A. Societal changes bring about changed conditions and requirements for individuals and families.

1. Different life patterns for women and men.
2. Different employment patterns and opportunities for women.

3. New requirements for homemaking and management skills.
    - a. Changes in income bringing increased responsibility for handling money and credit.
    - b. Changes in time available for homemaking and leisure bringing increased significance to decision-making concerning allocation of time.
    - c. New products and services increasing the alternatives available to families.
    - d. Relocation of homes and jobs; living and working in new situations.

B. Research continuously produces new knowledge with implications for family life.

1. Characteristics of society which influence human development.
2. Characteristics of family life which influence human development.

II. Need for recognizing reliable information in family life education.

A. Bombardment of the public by mass media with both reliable and non-reliable information.

B. Consequences of using non-reliable information.

C. Characteristics of reliable information.

D. Sources of reliable information.

III. Challenge to family members in continuing education in family life education.

A. Constant reassessment of values and the resources for achieving them.

B. Building attitudes of inquiry and excitement in learning in family members.

# PRE-EMPLOYMENT UNIT, GRADE 7

## Developing Qualities for Friendships and Employability

### Segments of the Plan

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## Introduction

Educators have expressed concern because occupational education is not offered early enough to reach those students who need it most. It has been suggested that a realistic concept of work, emphasizing the need for continued development of salable traits and skills, be introduced early in the elementary school and built upon throughout the grades. Recently the President's Advisory Council on Vocational Education recommended that the concept of vocational education be broadened: "Pre-vocational training should be included within the definition of vocational education."[4] In line with this thinking, vocational educators throughout the country are designing curricula geared to the needs of youngsters in early adolescence.

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[4] United States Department of Health, Education and Welfare, Office of Education. Vocational education, the bridge between man and his work. Publication 1. Highlights and Recommendations from the General Report of the Advisory Council on Vocational Education. Washington, D. C.: USGPO, 1968. P. 81.

The pre-vocational unit developed for grade 7 was selected for publication to aid home economics teachers who are in the process of adopting new employment-related areas for study at the junior high level. The unit attempts to help students in improving their skills in human relations and in cultivating their employment potential.

This seventh grade unit was field-tested at Franklin Junior High School in Champaign, Illinois by Mrs. Connie Sasse. It was discovered that certain learning experiences were inappropriate and that other changes should be made. As a result of this trial, there was an extensive revision of the original unit plan. The unit also was evaluated by Mrs. Mildred Griggs and Mrs. Gail Heidari, junior high school home economics teachers.

Readers will observe that elements of the unit plan have been classified according to categories in the taxonomies of educational objectives.[5] One purpose of classifying is to facilitate communication, to enable teachers to identify specific levels of learning. It also stimulates thought in curriculum planning and encourages the selection of a sequence of experiences which are consistent with stated objectives. Classifying tends to promote teaching toward higher levels of behavior and provides a check on changes which take place in students. Some difficulty in assigning objectives, learning experiences, and test items to appropriate categories was encountered by project workers. There were differences in interpretation. It is anticipated that readers will find some inconsistencies and that they will disagree in certain instances with the categorizations. It is hoped that they will note their opinions on the evaluation form provided.

The unit is structured so that teachers may perceive relationships among the five aspects: objectives, content, learning experiences, teaching aids, and means of evaluation. Objectives, as stated, specify two dimensions: content and level of behavior. Content, expressed in terms of conceptual statements or generalizations, is to be "discovered" or "arrived at" by students as they participate in learning. The learning experiences are designed to lead to student-drawn generalizations and are stated in terms of student actions. They are arranged in sequence so that learning will proceed from lower to higher levels of behavior. Teachers will need to supply specifics that will enable students to generalize. Although teachers might prefer not to use all of the experiences in their teaching, it is suggested that the general order be maintained. Additional experiences could be introduced at various points to enhance the progression of learning. A list of teaching aids appropriate for the various topics is included in each section.

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[5] B. Bloom, M. D. Engelhart, E. Furst, W. H. Hill, & D. Krathwohl. Taxonomy of Educational Objectives, Handbook I, Cognitive Domain. New York: David McKay, 1956.

D. Krathwohl, B. Bloom, & B. B. Masia. Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay, 1964.

E. Simpson. The classification of educational objectives. Illinois Teacher of Home Economics, 1966-67, 10 (4), 110-144.

Resources are also compiled in appendices and reference lists at the end of the unit plan. Time limitations prevented previewing all of the films. It is hoped that teachers will keep this in mind when they make selections. Means of evaluation for each set of objectives are included to enable teachers to have a cumulative check of progress. To aid in test construction, objective items are included at the end of the unit.

## Overview

The purpose of this unit is to help students grow in awareness of their resources for developing qualities that contribute to healthy inter-personal relationships and to employability. The material may be used in part, or it may be adapted for use at the high school level in work-orientation units. It may supplement the Grade 10 unit: "Looking Forward to Marriage and/or a Job or Career."

## Major Objectives

Comprehends that self-knowledge and self-acceptance are necessary to healthy inter-personal relationships with friends and employers.

Comprehends that many personal qualities which contribute to healthy friendships also contribute to employability.

Comprehends what makes a tentative vocational decision a sound one.

Is able to use information from self assessment and about vocations in making sound vocational choices.

Believes in using principles for change in making plans for self-improvement.

Believes in making continuous educational and vocational plans.

## Major Generalizations

When a person has an accurate picture of himself and accepts himself, he has a sound basis for becoming a friend and for making himself employable.

Many qualities which make a person a valued friend also tend to make him employable: physical qualities, psychological resources, social capabilities, habits, interests and special skills, personal values.

Occupations differ in the qualifications they require for successful performance.

There are socially valuable jobs for a wide range of personal capabilities.

A sound vocational choice is one in which personal capabilities are consistent with job requirements and opportunities.

Insight into personal capabilities can be secured through: observations by teachers, counselors and others; records of attendance, grades, performance; tests of achievement, intelligence, abilities, interests, and personality; self-analysis.

Occupational information is available from counselors, employers, workers, others; advertisements; public and private employment agencies; placement offices; and printed materials.

When plans for self-improvement are consistent with principles for initiating change, the chances of accomplishing the improvement are enhanced.

Continuous educational and vocational plans enable a person to take advantage of educational and other opportunities for increasing employability.

OBJECTIVES

Recognizes that knowing oneself can provide a basis for becoming a friend and an employable person. (C-1.31 Knowledge of Generalizations)
Is aware that some personal characteristics are important for both friendship and employability. (A-1.1 Awareness)
Wants to get an accurate view of own qualities and characteristics. (A-1.2 Willingness to Receive)

CONTENT

When a person has an accurate picture of himself, he has a basis for becoming a friend.

When a person has an accurate picture of himself, he has a basis for making himself employable.

Some personal characteristics which make a person a valued friend also tend to make him an employable person.

TEACHING AIDS

Teacher made or collected case examples:

--Teenagers who have inaccurate views of themselves and have trouble making and keeping friends
--Individuals who lose jobs and cannot understand why.

LEARNING EXPERIENCES

(This series of learning experiences serves only to introduce students to the purpose of the unit and to a few of the basic ideas in it. The total unit is designed to develop depth understanding of these ideas.)

1. Examine case examples of teenagers who do not have accurate views of themselves and who cannot understand why others do not remain friendly with them.

2. Explain what each teenager described needs to learn about himself in order to become a friend.

3. Examine case examples of individuals who lose jobs and cannot understand why.

4. Explain what these individuals need to learn about themselves to become employable.

5. Identify some characteristics of people in the case examples which seem to make them lose friends and jobs and state the opposite characteristic which could help them keep friends and jobs.

6. State in own words the major ideas developed about:
   --the relation between knowing oneself and becoming a friend
   --the relation between knowing oneself and becoming employable
   --the relation between characteristics or qualities that help in making friends and holding a job.

EVALUATION

7. Each student make a list of things he would think it important to know about himself as a basis for becoming a friend and an employed person. Teacher appraise students' statements of major ideas learned and what they want to learn about themselves for accuracy of ideas and attitude toward self-knowledge.

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OBJECTIVES

Comprehends what personal information and guidance for use in developing as a friend and in making vocational decisions can be secured from various sources. (C-2.20 Interpretation)
Is interested in discovering information and guidance for use in developing as a friend and in making an occupational decision. (A-2.2 Willingness to Respond)

CONTENT

Knowledge of sources of personal information and guidance contributes to an individual's potential for self-discovery.

Information and guidance from a variety of sources can give a more complete view of an individual than that from one or two sources.

Sources of personal information available to the student are:

--observations of teachers, counselors, and others
--records of attendance, grades, performance
--tests of achievement, intelligence, abilities, interests, personality
--personal intuition.

LEARNING EXPERIENCES

1. Read reference materials on learning about oneself to compile a list of questions to ask resource person(s).

2. Listen to resource person(s) talk about ways in which students can learn about themselves and make plans for self-improvement and vocational choice; question resource person(s).

3. Share ideas about the meaning of "personal intuition" and explain how it may limit an individual in knowing about himself.

4. Summarize ideas about sources of personal information and guidance.

TEACHING AIDS

Books:

Reiff, Steps in Home Living, Ch. 1, "Learning More About You," pp. 9-26.
Lifton, Keys to Vocational Decisions, "Learning About Yourself," pp. 14-23; "What Tests Can Tell You About You," pp. 155-202.

Pamphlets:

Cosgrove and Unruh, Discovering Yourself.
Kirkendall, Finding Out About Ourselves.
Menninger, All About You.

EVALUATION

5. Respond to objective test items matching sources of information and guidance with particular information for which they are reliable sources.
6. Each student add to list of things he wants to find out about himself and for each item identify source(s) he plans to use. Teacher appraise accuracy of students' responses and attitude toward self-study.

---

OBJECTIVES

Comprehends sources from which occupational information and guidance may be secured. (C-2.2 Interpretation)
Is eager to locate sources of occupational information and guidance. (A-2.2 Willingness to Respond)

CONTENT

Knowledge of sources of occupational information and guidance enables one to locate information about job requirements and opportunities.

Many sources of occupational information are available for persons to investigate.

--counselors, employers, workers, others
--advertisements
--public and private employment agencies, placement offices
--pamphlets, books

Using a variety of sources of information can give a relatively complete picture of job requirements and opportunities.

LEARNING EXPERIENCES

1. Brainstorm for ideas about the kinds of information persons might seek concerning jobs.

2. Organize the ideas from brainstorming into categories of information about occupational requirements and opportunities.

3. Develop questions for and conduct a class interview with guidance counselor, librarian, and/or teacher on locating and using printed sources of occupational information.

4. Construct a classroom display of collected pamphlets, books, and articles. Suggested title: "Wanted: Job Information."

5. Exchange ideas on how a person might get leads on a part-time job or question high school students for advice on locating work.

TEACHING AIDS

Books:

Greenleaf, Occupations and Careers Sources of Occupational Information, pp. 148-152.

Hopke, The Encyclopedia of Careers and Vocational Guidance, Vol. I, pp. 9-18.
Lifton, Keys to Vocational Decisions, "Looking for and Getting Part-Time Jobs," p. 464; "Where to Find Part-Time Jobs," p. 478.

6. Listen to a resource person from a public or private employment agency explain the kinds of information available from such agencies; ask questions of the resource person.

7. Each student list 3 questions about an occupation in which he is interested; name sources to use in finding answers to the questions; investigate the sources and try to answer the questions.

EVALUATION

8. Each student judge his success in locating occupational information.
9. Respond to objective test item requiring matching of categories of occupational information with reliable sources of them.
Teacher assess efficiency and accuracy of students' performance in locating occupational information and attitudes in performing the task.

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OBJECTIVES

Comprehends how physical qualifications are related to vocational choices. (C-2.2 Interpretation)
Is eager to investigate physical requirements of various vocations. (A-2.2 Willingness to Respond)
Comprehends how physical qualifications may be related to friendships. (C-2.2 Interpretation)
Senses the differing effects of physical characteristics on first impressions of people and those developed over a period of time. (A-1.3 Controlled or Selected Attention)

CONTENT

Occupations differ in their physical requirements.

Physical characteristics affect employability in certain occupations.
--health status
--strength, energy, stamina
--age, height, weight
--posture, appearance
--grooming, clothing
--voice and speech
--physical handicaps

LEARNING EXPERIENCES

(Teacher prepare a list of occupations which differ in physical requirements.)

1. State own ideas about physical requirements for each listed occupation.

2. In small groups investigate sources of occupational information to check own ideas about physical requirements for selected occupations with authoritative statements; share findings with total class.

Careful analysis of personal physical assets and liabilities will help in determining a suitable choice of occupation.

Physical characteristics and appearance tend to have a greater influence on first impressions of people than on opinions developed over a period of time.

TEACHING AIDS

Books:

Lifton, Keys to Vocational Decisions, p. 20.

Pamphlets:

Middle States Telephone Co., How to Win Friends by Telephone; You Can Talk Better

Film:

Posture
Telephone Courtesy

3. Cite physical characteristics which people can develop or improve.

4. Prepare a bulletin board or make a collection of stories and articles showing instances in which individuals have overcome or capitalized on physical characteristics; share knowledge of similar instances and discuss reactions to them.

5. View a film on posture, appearance, and speech; summarize ideas.

6. Share ideas about the meaning of "People communicate their feelings about themselves by their posture and walk."

7. Demonstrate posture which gives an impression of self-confidence.

8. Tape record interviews with class members; play for students to hear own voices.

9. Give examples of instances in which first impressions of a person based on physical characteristics were changed with longer acquaintances.

EVALUATION

10. Each student list five occupations for which he could not qualify due to physical restrictions and explain his limitations for each job.
11. Each student list two or three occupations he would be interested in entering and explain a few physical characteristics he will need to develop to be successful in them.
    Teacher appraise students' acceptance of their physical limitations.
    Observe individual students and look for ways in which they can be helped to improve their physical characteristics.

---

OBJECTIVES

Comprehends the importance of mental health in friendships and employability. (C-2.2 Interpretation)
Is alert to the importance of mental health in enjoying people and finding satisfaction in work. (A-1.3 Controlled or Selected Attention)
Shows willingness to approach friendships and becoming employable in a mentally healthy way. (A-2.2 Willingness to Respond)

## CONTENT

Mental health helps a person to enjoy people and find satisfaction in work.

Characteristics which contribute to mental health are self-confidence, optimism, freedom from fears and tensions, and freedom from jealousness and resentments.

Understanding possible psychological bases for the behavior of self and others can aid in being mentally healthy.

## TEACHING AIDS

Books:

Hatcher, Adventuring in Home Living, Ch. 1, "Learning to Understand Myself and Others."
Pollard, Experiences in Homemaking, Ch. 1, "Understanding Yourself and Others."

Pamphlets:

Wheatley, How to Deal with your Tensions
Wrenn, How to Increase Your Self-Confidence
Pratt, Mental Health Is a Family Affair

Films:

Emotional Health
Mental Health
Modern Guide to Mental Health
Personality and Emotions
The Other Fellow's Feelings
Toward Emotional Security

Filmstrips:

Your Feelings

## LEARNING EXPERIENCES

1. Read references or articles on mental health and share findings with the class.

2. Explore in buzz groups ideas for answering such questions as follow and report to class.

   --What are the indications of mental health?
   --How do people develop a feeling of self-confidence?
   --What are indications of mental ill health?
   --What kinds of fears and tensions bother teen-agers and interefere with their mental health?
   --What is jealousy? How do people show their jealousy to others?
   --Why are people jealous?
   --What can we do to bolster the mental health of others?
   --Where can ordinary people find help to improve their mental health?

   Summarize generalizations.

3. Examine illustrations in chart, Adventuring in Home Living, pp. 10-13, to identify indications of good and poor mental health.

4. View film on mental health. Explain how it relates to teenage problems.

5. Determine resources of the community which support the mental health of the citizens.

6. Write descriptions from personal experience of friendship situations which depict practices that are mentally healthy and mentally unhealthy.

## EVALUATION

7. Read teacher-prepared case examples of teenagers with problems in work situations. Propose a way of meeting each problem and then judge whether the proposal is mentally healthy or unhealthy.
8. Complete the sentence? "In spite of my shortcomings, people like me because ________."
   Teacher appraise accuracy of students' interpretation of mentally healthy and unhealthy approaches in case situations; examine completed sentences and observe reactions in class for clues concerning the state of students' mental health.

OBJECTIVES

Comprehends that occupations differ in the kind and level of intelligence they require. (C-2.2 Interpretation)
Is aware that there are socially valuable occupations for a wide range of intellectual abilities. (A-1.1 Awareness)
Comprehends the relation of accurate self-knowledge of intellectual abilities to realistic occupational decisions. (C-2.2 Interpretation)
Is willing to learn about own intellectual abilities and to plan for continued development. (A-2.2 Willingness to Respond)

CONTENT

Jobs differ in the degree and kind of intelligence required.

--general intelligence
--mechanical ability
--ability to follow directions

There are socially valuable jobs for a wide range of intellectual abilities.

When a person knows the nature of his intellectual abilities, he has a basis for making appropriate educational plans relating to occupational decisions.

TEACHING AIDS

Books:

Barclay, Teen Guide to Homemaking, p. 11 on growing up mentally.
Hopke, The Encyclopedia of Careers and Vocational Guidance, Vol. I, pp. 19-26, Using Test Results in Vocational Planning.

Pamphlets:

Bailard, Your Abilities

Films:

Successful Scholarship

Filmstrips:

Your School Record Is Important

LEARNING EXPERIENCES

1. Listen to and ask questions of a resource person on nature of intelligence, instruments for measuring, limitations of current devices, interpretation of results.
2. Examine examples of elementary intelligence tests. Explain how limited experiences may prevent pre-schoolers from showing true ability. Cite ways in which children can be helped to develop natural abilities.
3. Read about developing intellectual abilities, school achievement, academic success.
4. Tell about famous people who had poor school records or those who compensated for lack of academic ability by developing talents and skills.
5. Investigate the intellectual requirements of a number of different occupations selected by the class.
6. Listen to and ask questions of a resource person on occupations for the mentally handicapped.
7. As a class interview school counselor on ways of learning about own intellectual ability and using self-knowledge in making educational and vocationsl plans; follow with individual conferences.

8. Write a paragraph in answer to the question: "On the basis of your knowledge of your intellectual qualities for what kinds of work might you prepare?"

EVALUATION

9. Respond to objective test questions requiring the matching of occupations with kinds of intellectual ability; levels of intellectual ability.
10. Examine teacher-prepared case examples of teenagers who have made occupational decisions and explain why each decision is or is not realistic. Teacher compare students' expressed opinions about their abilities with standardized measures for clues to their self-knowledge of intellectual qualities.

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OBJECTIVES

Comprehends the meaning of emotional maturity. (C-2.2 Interpretation)
Comprehends the relation of emotional maturity to healthy friendships and employability. (C-2.3 Extrapolation)
Is willing to examine objectively behavior of self and others in terms of emotional maturity. (A-2.2 Willingness to Respond)

CONTENT

Some characteristics of emotional maturity in adults are: self-discipline, good judgment, initiative, acceptance of criticism, dependability, and a sense of responsibility.

Emotional maturity has an influence on a person's ability to make and keep friends.

Emotional maturity influences a person's employability.

When a person can take an objective view of his emotional behavior, he has a basis for growing toward emotional maturity.

TEACHING AIDS

Books:

Pollard, Experiences in Homemaking, pp. 16-18.
Reiff, Steps in Home Living, pp. 12-14.

LEARNING EXPERIENCES

1. Study references on emotional development from early childhood to adulthood.

2. Explain the meaning of emotional maturity and the difference between it and physical maturity; it and mental maturity.

3. Observe children at play. Cite examples showing emotional maturity at different ages.

4. Dramatize situations showing childish emotional behavior in teenagers. Give ideas on what a mature way of behaving in these situations would be.

5. Hypothesize as to the effect of the immature emotional behavior shown in the dramatizations and the mature behavior suggested would be likely to have on friendships, on employability.

Films:

Act Your Age
Facing Reality
How to Give and Take Instructions
Toward Emotional Maturity

Filmstrips:

Growing Up

6. Examine check list on maturity, such as "Marks of Emotional Growth, p. 12, Steps in Home Living. With teacher's help, class construct a scaled questionnaire to appraise emotional maturity among teenagers. Administer to other classes to obtain anonymous responses. Tabulate findings.

7. Write conclusions based on findings of survey along with comments on validity of items and responses.

EVALUATION

8. Respond to objective test items requiring that descriptions of emotional behavior of teenagers with friends and on jobs be categorized as mature or immature.
9. Keep a diary of own emotional responses for a week and then use the scaled questionnaire developed in Learning Experience #6 to examine maturity of own emotional behavior; indicate next steps for developing an emotional maturity.
   Teacher examine the evidence of students' perceptions of mature teenage behavior; examine students' assessments of their own emotional maturity.

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OBJECTIVES

Comprehends that personal attitudes and characteristics are related to friendships and employability. (C-2.0 Comprehensions)
Senses the importance of developing attitudes and character traits which are consistent with healthy relationships and job success. (A-1.13 Controlled or selected Attention)

CONTENT

Attitudes and character traits affect a person's ability to keep friends and hold a job.

Through their behavior, individuals express their attitudes toward people, things, school, and work.

Some attitudes associated with healthy friendships and employability are respect, enthusiasm, and a sense of humor.

Character traits are "what people are really like inside."

LEARNING EXPERIENCES

1. View a film on attitudes or character traits; explain the meaning of the terms "attitudes" and "character traits"; list as many specific attitudes and character traits as class members can think of; give the meaning of each.

2. Complete an attitude checklist such as Appendix A. (A check list may be used as a preview of students' attitudes.) Share ideas about responses.

Character traits associated with healthy friendships and job success are such basic moral values as honesty, integrity, fairness, and trustworthiness.

TEACHING AIDS

Books:

Jones, Junior Homemaking, pp. 12-15.
Lifton, Keys to Vocational Decisions, ch. 8, "A Person Is a Many-Sided Thing," pp. 98-102.

Pamphlets:

Chapman, Your Attitude is Showing
Clark, What Is Honesty

Films:

Attitudes and Health
Developing Your Character
Facing Reality
You and Your Attitudes
What is Conscience

Others:

Attitude Checklist, Appendix A, p. 300
Checklist of Personal Traits, Appendix B, p. 301

3. Give examples from experience of how specific attitudes and character traits affect friendships.

4. Collect cartoons depicting situations which illustrate attitudes and traits. Share ideas about them in a circle discussion.

5. Select cartoons for two bulletin boards: "Sure Ways to Lose Friends," "How to Irritate the Boss."

6. Role play situations of realistic occupational problems involving attitudes and character traits. Identify the attitudes and character traits shown by the worker and explore the effect of these on other workers and the employer.

EVALUATION

7. Study teacher-prepared case examples of teenagers expressing attitudes and character traits in friendship and work situations; identify the attitudes or character traits and give hunches as to how these will affect the quality of friendship or job success.
8. Each student complete Checklist of Personal Traits, Appendix B, and write a short recommendation for himself giving evidence of positive attitudes and character traits.
Teacher observe student reactions in analyzing cartoons and their ideas for constructing the bulletin boards. Note their understanding of case examples and their insight in role playing. Check their responses to a checklist for evidence of their true attitudes.

OBJECTIVES

Comprehends that having social capabilities is an aid in making friends and becoming employable. (C-2.0 Comprehension)
Wants to develop social capabilities that will be an aid in friendships and in work. (A-2.2 Willingness to Respond)

CONTENT

A person's social capabilities can contribute to the formation of friendships and to employability.

People demonstrate their social capabilities by ability to communicate, enjoyment of people, leadership qualities and consideration of others.

Some qualities which show consideration for others are: empathy, courtesy, tact, loyalty, tolerance, acceptance of differences, good manners, patience, generosity.

TEACHING AIDS

Books:

Pollard, Experiences in Homemaking, p. 8.
Reiff, Steps in Home Living, "Getting Along with Others," p. 27.
Ahern, Teenage Living, "Friends," Ch. 5, p. 106.
Barclay, Teen Guide to Homemaking, Ch. 9, "Your Friendships."
Lewis, Tomorrow's Homemaker, "Understanding Your Friends," p. 45.
Clayton, Young Living, Ch. 2, p. 32, "Getting Along with Others."

Pamphlets:

Stephenson, As Others Like You
Weitzman, Growing up Socially
Menninger, Making and Keeping Friends
Menninger, Personality Making and Keeping Friends.

LEARNING EXPERIENCES

(Teacher prepare a collection of pictures or slides showing teenagers in friendship or work situations which illustrate the need for ability to communicate, to enjoy other people, to exert leadership, and to show consideration of others.)

1. View pictures and identify social capabilities that are an aid in friendships and in work.

2. Share ideas about ways in which people communicate with others through posture, touch, gestures, facial expressions, appearance, and space--as well as through speech and writing.

3. Pantomime examples of nonverbal communication--to show boredom, worry, annoyance, anger, happiness, pleasure.

4. Role play talking with a new student and introducing him to a classmate. Ask the person playing the new student what was communicated to him. Examine why he felt as he did.

5. Interview school cafeteria workers, custodians or secretaries concerning the kinds of students they like and why.

6. Define each of the qualities that show consideration of others: empathy, courtesy, tact, loyalty, tolerance, acceptance of differences, patience, generosity.

Films:

Belonging to the Group
Developing Friendships
How Friendly Are You?
How to Get Cooperation
The Other Fellow's Feelings
Understanding Others

Filmstrips:

Developing Social Maturity
Do You Win Arguments and Lose Friends
Getting Along with Friends
Making Friends
Making Friends Is Easy

7. Role play work situations showing lack of the above characteristics. Class members identify the missing characteristic and suggest alternative courses of action.

8. View filmstrip on friendships and note all the instances in which social skills appear to contribute to the friendships.

9. Discuss "When and How Does Taking Leadership Help in a Friendship and On a Job" or "Is Leadership or Followership More Important?"

10. Rate selves on a checklist such as: Teen Guide to Homemaking, p. 14, Experiences in Homemaking, p. 8, or Steps in Home Living, pp. 31-32. Individually identify one or two social capabilities to work to develop.

EVALUATION

11. Keep a diary of successes or nonsuccesses in developing social capabilities.
    Teacher check self-ratings of social characteristics and compare with observed behavior. Give a sociometric test to identify the class social structure and to ascertain which students need guidance in relationships.

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OBJECTIVES

Comprehends the relation of personal habits to friendships and job success. (C-2.0 Comprehension)
Is eager to improve own personal habits. (A-2.2 Willingness to Respond)

CONTENT

Personal habits are related to maintaining successful friendships and job performance.

Types of habits thought to be positively related to success with friends and jobs are: neatness and cleanliness, freedom from mannerisms, careful use of time, and management of energy and money.

LEARNING EXPERIENCES

1. Give ideas for a blackboard list of habits which contribute to success with friends and employers.

2. Write habits of other people that are pet peeves and place in a box. Each student draw out a pet peeve and explain why this habit bothers other people.

TEACHING AIDS

Books:

Barclay, Teen Guide to Homemaking, p. 17.

Pamphlets:

Valentry, Habits That Hold You Back
Podendorf, Make Your Habits Work For You

Films:

Habit Patterns
Teaching Desirable Habits

Others:

Checklist, Appendix B
Self-Improvement Project, Appendix C

3. View a film on habit formation and summarize principles and steps necessary for forming new habits.

4. Complete a habit check list such as Appendix C. Select one or two habits to develop (or change), plan and carry out a self-improvement project, such as Appendix D. Explain how the plan uses principles and processes of habit formation.

EVALUATION

5. In case descriptions of teenagers, identify habits likely to aid and to hinder successful friendships and job performance.
6. Make a self-evaluation of progress in the habit development or change undertaken in Learning Experience #4.
   Teacher quiz students on habits which affect job success to discover their practical knowledge. Rate students on their habit self-improvement projects. Observe attitudes toward self-improvement for guidance purposes.

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OBJECTIVES

Comprehends that developing interests and abilities can enrich friendships. (C-2.2 Interpretation)
Comprehends that examining individual interests and abilities can help to focus vocational planning. (C-2.2 Interpretation)
Wants to examine own interests and abilities for clues for vocational planning. (A-2.2 Willingness to Respond)

CONTENT

When a person has or is developing interests, he has something he can share in a friendship.

Examining one's interests and abilities helps to focus vocational planning.

LEARNING EXPERIENCES

1. Report to the class on interests or hobbies. Develop a bulletin board or display showing interests of various class members. Suggested titles: "Personal Preferences," "What We Like To Do," "Teenage Interests."

One indicates his preferences through choices in reading, recreation, group membership, and activities.

One's qualifications are enhanced by special skills and abilities in areas such as sports, art, music, drama, dancing, cooking, sewing, woodworking, and others.

TEACHING AIDS

Books:

Lifton, Keys to Vocational Decisions, "Discovering Your Real Interests."

Pamphlets:

Packard, Do Your Dreams Match Your Talents

Filmstrips:

Likes and Dislikes
What Do You Like To Do?

2. Explain how hobbies and interests can aid in establishing friendships with teenagers and adults.
3. Report on pamphlet "Do Your Dreams Match Your Talents" or discuss how one needs more than interest to succeed in a job.
4. Study case examples of teenagers which describe their interests and abilities and the realistic problems they face in planning for vocations. Explain how interests and abilities can figure in their decision-making. For each case example, explore possible solutions and draw a conclusion.
5. Complete an interest inventory and confer with counselor on interpreting it.
6. List personal interests and abilities and indicate vocational areas which are related.

EVALUATION

7. Respond to objective test items relating individual interests and abilities to occupational opportunities.
   Teacher examine interest inventories and students' own assessments of their interests, abilities and the related vocational areas. This will aid in vocational counseling.

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OBJECTIVES

Comprehends how educational and other experiences add to a person's qualifications for work (C-2.2 Interpretation)
Appreciates the value of education in preparing for employment. (A-3.1 Acceptance of a Value)
Is eager to take advantage of opportunities for experiences which contribute to a person's employability. (A-2.2 Willingness to Respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Educational experiences contribute to a person's qualifications for employment. | 1. Discuss kinds of experiences which add to one's over-all work qualifications. |

Other experiences such as travel, work experience, association with people, and activity in organizations add to a person's qualifications for work.

When a person takes advantage of opportunities for educational and other experiences, he increases his chances for employment.

TEACHING AIDS

Books:

Barclay, Teen Guide to Homemaking, pp. 6-7.

Filmstrip:

What Good is School?

2. Interview adults concerning personal experiences which they hold valuable in later occupational life. Report to class.

3. Investigate current statistics on unemployment and earnings of dropouts.

4. Discuss reasons why students leave school.

5. "Brainstorm" ways of encouraging young people to remain in school.

6. Write a summary of how current school subjects affect qualifications for work.

7. List past experiences beside school that have added to work qualifications; identify some expected opportunities for expereiences which will add to employability.

EVALUATION

8. Keep a record of out-of-school experiences and what was gained from them to add to qualifications for work.
Teacher note the experiences which students have had and which they consider important. Identify students who have limited experiences or negative attitudes toward school in order to plan enrichments, to give help, and to provide counsel.

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OBJECTIVES

Comprehends that occupational aspirations and expectations are related to personal values. (C-2.2 Interpretation)
Is interested in examining occupational expectations and goals in relation to personal values. (A-2.2 Willingness to Respond)

CONTENT

When a person recognizes his values, he has one basis for making meaningful vocational plans.

LEARNING EXPERIENCES

1. Read to find out what different authors say values are; contribute ideas to a blackboard list of values; give examples of particular values.

2. Discuss the values which are important to teenagers.

Personal values are the things one prizes highly and may include ethical principles, life purposes, goals, expectations for home and career, desires in relationships with people and hopes for success.

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Filmstrips:

What Do I Want To Be?

3. Determine how people rank values differently and express their values through choices.

4. Give examples of people whose abilities are similar but whose occupations are different; hypothesize as to the relation of these differences to personal values.

5. Role play counselor-student discussions concerned with planning for a vocation. Study situations to identify values affecting choices.

6. Complete a paragraph beginning, "When I become an adult I expect to ______"; study the statement to identify values held to be most important.

EVALUATION

7. Respond to an objective test item requiring the matching of values with occupational choices.
Teacher observe the values expressed in class. Study students' statements concerning their aspirations for clues about their present goals in life. Examine their analyses to ascertain how they perceive their values.

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OBJECTIVES

Comprehends that self-understanding, self-acceptance, and a feeling of personal adequacy aid in interpersonal relationships in friendship and employment. (C-2.2 Interpretation)
Seeks to gain in self-understanding and self-acceptance. (A-3.1 Acceptance of a Value)

CONTENT

When a person understands himself, he tends to be able to see his assets and limitations accurately.

Understanding one's personal strengths and limitations promotes self-acceptance.

Understanding and accepting oneself is a first step toward healthy interpersonal relations with others.

LEARNING EXPERIENCES

1. View filmstrip on self-understanding. Explain the meaning of self-knowledge, self-understanding, self-acceptance.

2. Discuss how handicaps and failures sometimes assist people in becoming effective individuals.

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Pamphlets:

Menninger, *Understanding Yourself*

Films:

Learning from Disappointment

Filmstrips:

Understanding Myself
Who Are You

3. Discuss how we can accept our limitations and how self-acceptance relates to mental health.

4. Review individually the self-assessment made up to this point in the unit. Summarize personal strengths and limitations. Check items which can be improved or corrected.

EVALUATION

Teacher observe individual students' reactions to discussions of self-acceptance. Check students' assessments of strengths and limitations for insight into their feelings about themselves.

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OBJECTIVES

*Is able to use* information from self-assessment and information about occupations in making valid tentative vocational decisions. (C-3.0 Application)
*Believes* in using accurate information about self and occupations in making vocational decisions. (A-3.1 Acceptance of a Value)

CONTENT

Analyzing personal qualifications and exploring occupational preferences enable one to plan for and make tentative vocational decisions.

A valid occupational decisions is one in which personal qualifications mesh with the job requirements and opportunities.

TEACHING AIDS

Books:

Lifton, *Keys to Vocational Decisions*, "Using Information About Yourself," p. 188.

Pamphlets:

Worthy, *What Employers Want*

LEARNING EXPERIENCES

1. Invite vocational teachers to participate in a symposium to present overviews of their fields. Participate in a question and answer period.

2. Class develop a form based on previous study for completing a personal resume. Students may summarize their qualifications on the form.

3. Each student select two or three vocational areas in which he might train and justify his choices in a short statement.

EVALUATION

Teacher appraise students' personal resumes for evidence of their ability to evaluate themselves. Examine their statements concerning tentative vocational choices to discover whether they are realistic in selecting areas which match their personal qualifications.

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OBJECTIVES

Is able to apply principles of self-improvement in developing personal strengths. (C-3.0 Application)
Believes in making continuous efforts to improve self. (A-3.1 Acceptance of a Value)
Believes in making educational and vocational plans. (A-3.1 Acceptance of a Value)

CONTENT

The know-how and the desire to improve personal qualities facilitates establishing friendships and becoming employable.

An individual can improve himself in many ways: overcoming deficiencies, changing habits, developing new strengths, expanding interests, acquiring new experiences, improving social relationships, changing attitudes, and pursuing education and training.

TEACHING AIDS

Books:

Jones, Junior Homemaking, "Are You Looking Ahead?" p. 377.
Lifton, Keys to Vocational Decisions, "Setting Your Goal and Shooting for It," p. 261

Films:

How to Keep a Job
Improve Your Personality

Filmstrips:

Looking Ahead to High School
Making the Most of Yourself
So You Want to Make a Good Impression
Your Boss is Proud of You
Yours for the Best

LEARNING EXPERIENCES

1. Review plans for self-improvement made throughout the unit; select the most and least successful outcomes to date and explain in terms of principles for self-improvement.

2. View films on self-improvement and educational planning. Note additional ways in which teenagers and adults can improve themselves. Revise plans in Learning Experience #1.

3. Write a brief summary of educational and vocational plans using previous papers for suggestions.

## EVALUATION

Teacher rate students' observed growth in self-understanding. Discuss plans for self-improvement and education with students during individual conferences. Arrange parent conferences to evaluate students' needs, aspirations, qualifications, and educational plans.

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## PRE-EMPLOYMENT UNIT, GRADE 8

Pre-employment education is being encouraged at the junior high level in order for more students to become prepared for the realities of work in a rapidly changing society. In response to requests for curriculum materials designed to introduce young adolescents to employment education, detailed unit plans for seventh and eighth grades are presented in sequence. The seventh grade pre-employment unit plan concentrates on becoming employable and making friends. The focus shifts in the eighth grade. Here students investigate work and become familiar with jobs associated with home economics.

As in the first plan, certain elements of the eighth grade unit are classified according to categories of educational objectives in the various domains. This is done to specify expected levels of behavior and to aid in communication. Learning experiences for the unit are arranged according to progressions in learning behavior. Teachers are encouraged to maintain the general order, but they will need to provide supporting details. Generalizations for students to formulate, as a result of learning experiences, constitute the content of the plan. A variety of teaching aids is offered. It is suggested, however, that teachers watch for new resources as they become available. Since all of the films listed have not been previewed, teachers are cautioned to select them with care.

### Overview

The purpose of this unit is to acquaint students with major factors to consider in choosing an occupational field through examination of job opportunities in the different areas of home economics. Hopefully, practice in job analysis will help students to acquire a realistic view of the world of work. By relating job requirements to their personal qualifications (previously studied in the seventh grade), students are aided in making educational and vocational plans.

### Major Objectives

Appreciates the increasing need for individuals to develop personal qualities and skills that are salable.

Is aware of women's increasing participation in the labor force as related to cultural change.

Understands the adjustments required of families when homemakers are employed.

Recognizes contributions of home economics in preparing women for varied roles.

Is able to analyze an occupation to determine worker requirements and the nature and conditions of work.

Is familiar with a variety of occupations, requiring different levels of knowledge and skill, in areas of home economics.

## Major Generalizations

As a person improves his personal qualifications and acquires skills, his opportunities for employment tend to increase.

Socioeconomic developments are continuing to encourage the employment of women.

When a homemaker secures employment outside the home, certain adjustments occur in family living often requiring changes in responsibilities of family members.

Home economics is a field of study that is oriented toward preparing women to assume various roles--personal, home and family, and employment.

A person's satisfaction in the choice of a vocational field is influenced by his understanding of the related occupations.

Home economics offers preparation for a wide variety of occupations at high school, post-high school, and college levels in areas of: child care; foods; home and industrial management; home furnishings and equipment; clothing; related fields.

## Grade 8--Unit III. Occupations Related to Home Economics

### OBJECTIVES

Recalls major factors that are involved in vocational planning. (C-1.12 Knowledge of specific facts)
Knows criteria used in examining occupations to determine worker qualifications. (C-1.24 Knowledge of criteria)
Continues to desire to plan for a vocation. (A-3.1 Acceptance of a value)

### CONTENT

Knowledge of major factors which influence vocational planning aids in making a vocational decision.

Occupations differ in their physical requirements.

Mental health affects one's ability to enjoy people and find satisfaction in work.

Emotional maturity has a direct relationship to employability.

Occupations differ in the degree and kinds of mental abilities required.

Occupations vary in the degree of socialization required.

People differ in the degree of socialization they desire in a job.

Occupations differ in the combinations of interests and abilities which they require.

The more accurately one perceives the factors which influence vocational planning, the greater her ease in choosing a vocation.

### LEARNING EXPERIENCES

1. View a film on occupational choice. Draw generalizations from material presented on factors which influence choices.

2. List several occupations. Divide into buzz groups and select an occupation to investigate. Examine references, interview workers, or counselors to obtain specific information. Locate information on the following:

   Physical requirements needed.
   Personality characteristics necessary or helpful.
   Interests and abilities and personal qualifications required.
   Whether occupation requires a person that is very friendly, moderately friendly or not very friendly.

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Films

Aptitudes and Occupations
The Big Question
Careers for Girls
Choosing Your Occupation
Knowledge and Skills
Planning Your Career

EVALUATION: Pretest on basic concepts and generalizations of the seventh grade unit (Developing Qualities for Friendships and Employability). From the results of the pretest, determine the need for review and identify the starting point for this unit.

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OBJECTIVES

*Is familiar* with criteria for the examination of various occupations. (C-1.24 Knowledge of criteria)
*Is aware* that nature of work influences job preferences. (A-1.1 Awareness)

CONTENT

Knowledge of what to look for in examining occupations enables one to evaluate a job in terms of personal qualifications and training needs.

Job preferences are directly related to the nature of the work.

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Books

Landis, *Building Your Life*, "Considering Possible Vocations," pp. 307-317.
New York Life Insurance Company, *Career Opportunities*.
Hopke, *Encyclopedia of Careers and Vocational Guidance*.
Lifton, *Keys to Vocational Decisions*, "Surveying Occupational Fields," pp. 24-32.
Greenleaf, *Occupations and Careers*, "How to Study Occupations," pp. 144-160.
Sifferd, *Selecting an Occupation*.

Pamphlets

*Career Packet*
*Chronicle Occupational Briefs*
*Exploring the World of Jobs*
*Occupational Briefs on America's Major Job Fields*

Films

How to Investigate Vocations

Filmstrips

What Do I Want to Be

LEARNING EXPERIENCES

1. Discuss jobs which deal with "things," "people," or "ideas." How does one's personality affect choices of occupations in these categories?

2. Define terms used in discussing occupations: "white collar," "blue collar," "managerial," "service," "professional," "semiprofessional," "skilled," and "unskilled" and "clerical." (C-1.11 Knowledge of terminology)

3. Assemble career materials, occupational briefs, etc. Arrange a display. (Knowledge of specific facts)

4. Identify occupations which are appealing to each and attempt to narrow the selection by reviewing the above factors related to the occupations.

EVALUATION: Note students' special occupational interests for guidance purposes. Quiz students objectively to determine their knowledge of terms.

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OBJECTIVES

Becomes familiar with types of jobs in relation to kind and level of education required. (C-1.23 Knowledge of classification and categories)
Appreciates the importance of education. (A-3.3 Commitment)
Knows sources of information on careers and employment opportunities. (C-1.12 Knowledge of specific facts)
Is willing to seek information on careers. (A-2.1 Acquiescence in responding)

CONTENT

The range of job opportunities available to a person is limited by the kind and level of his education.

Basic general education and employment education are essential for individuals to qualify for jobs today.

One's choice of vocation suggests the amount and kind of education he will need.

There are various ways in which one can train for occupations--in high school, vocational school, technical school, college, and graduate school or through special courses, adult education, apprenticeships, and internships and on-the-job training.

Opportunities for employment are enhanced through education.

In general, the more education a person has the higher his income will be.

More jobs for the highly skilled worker and fewer job opportunities for the unskilled worker have increased the importance of acquiring training for a job.

LEARNING EXPERIENCES

1. Identify the kinds of education: general, vocational. Discuss the meaning of general education and and vocational education. Decide on an acceptable definition of each.

2. Conduct a panel discussion on the values of general education and vocational education.

3. *Prepare a topical guide for studying occupations. Identify sources of employment education and send for resource materials. Select home economics-related occupations to study as individual projects. Compile information in folders or notebooks. (See Appendix for a list of home economics related occupations.)

4. Investigate educational requirements and opportunities for the specific jobs selected.

5. Report findings and classify the occupations studied according to kind and level of education required.

6. Investigate educational offerings in the surrounding area. Compile a comprehensive list of training institutions. Identify opportunities for training in home economics at all levels.

EVALUATION: *Note student contributions in investigating educational offerings of community. Observe reactions toward educational planning in order to reinforce positive attitudes and to identify negative thinking. Confer with individuals concerning their choices of occupations for study in order to guide them toward areas appropriate for their abilities and interests. Check student projects for their information on educational requirements and opportunities.

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Books

Hopke, Encyclopedia of Careers; Planning My Future.
Sorenson, Psychology of Living, "Planning for Your Career," pp. 617-643.
Research and Policy Committee, Raising Low Incomes Through Improved Education.

Pamphlets

Choosing Your Career
School Subjects and Jobs
Your Future Is What You Make It
What Good Is High School?
What High School Can Do for You

Films

High School: Your Challenge
Planning Your Career
Should I Go to College?

LEARNING EXPERIENCES

7. Determine likely advancements for selected occupations based on additional education or training.

8. Select a typical occupation for an individual with a high school education. Figure the anticipated lifetime income of the individual. Compare with figures for anticipated lifetime income of an individual with vocational school, college and graduate school education.

9. Identify and discuss jobs that are no longer available. Determine whether these jobs required skilled or unskilled workers.

List and discuss new jobs. Determine whether these jobs require skilled or unskilled workers.

EVALUATION: Note students' understanding of yearly incomes for various occupations, awareness of jobs which no longer exist, and new jobs which demand new skills.

---

## OBJECTIVES

Knows occupational restrictions which affect individual qualifications. (C-1.12 Knowledge of specific facts)

### CONTENT

Occupations differ in their requirements for licenses, certificates, union or professional affiliations.

Restrictions, peculiar to certain occupations, limit one's capacity to qualify for jobs. There are special restrictions which pertain to age, marital status, dependents, experience, physical limitations, appearance, and union shop.

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Books

New York Life Insurance O., Career Opportunities.
Hopke, Encyclopedia of Careers.
Greenleaf, Occupations and Careers.

### LEARNING EXPERIENCES

1. Read references to determine types of occupational restrictions which may limit a person's job choice. List on board.
2. Ascertain restrictions connected with the occupations studied for student projects.

EVALUATION: Examine student projects to check facts concerning occupational restrictions.

---

OBJECTIVES

Is aware that working conditions influence occupational choice. (A-1.1 Awareness)
Knows environmental factors, rewards and benefits which affect occupational choice. (C-1.12 Knowledge of specific facts)

CONTENT

When one has a thorough knowledge of working conditions his job choice is more likely to be rewarding and satisfying.

Monetary factors such as pay scales, tips, commissions, discounts and profit sharing affect occupational choice.

Time factors such as working hours, overtime, vacation periods influence occupational choice.

Physical activity, tools and machines to be used, and safety factors affect occupational choice.

Opportunities for friendship and personal satisfaction may influence choice of occupation.

Benefits as retirement or pension plans, sick leave, maternity leave may influence occupational choice.

Services such as health and counseling, provisions for meals and parking are considerations in choosing an occupation.

TEACHING AIDS

Book

Lifton, *Keys to Vocational Decisions*,
"How to Study Occupations,"
pp. 33-38.

LEARNING EXPERIENCES

1. Develop a questionnaire to use in locating information about working conditions. Use the prepared questionnaire to interview employers or workers to find out the conditions of work for specific jobs being studied. Identify the satisfactions of the particular jobs.

2. Make a bar graph for bulletin board to illustrate work schedules of persons interviewed.

3. Discuss the physical activity, tools and machines that are used, and safety factors of jobs of persons interviewed.

4. General discussion about possible personal satisfactions of the jobs of the persons interviewed.

5. Make graphs for bulletin board to show difference in benefits of persons interviewed.

6. List services provided for persons interviewed. Discuss each of the services.

EVALUATION: Note individuals' contributions in the development of the questionnaire. Observe student attitudes toward the satisfactions in work which they consider important. Check responses to questionnaires in student project.

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## OBJECTIVES

Acquaints self with requirements for part-time or summer jobs. (A-2.2 Willingness to respond)
Is familiar with procedures connected with entering an occupation. (C-1.21 Knowledge of conventions)

### CONTENT

Securing a job is easier when one is familiar with the methods used in locating employment and when one has knowledge of entrance requirements.

Experience in part-time and summer jobs contributes to one's work credentials and helps in making an appropriate vocational choice.

### TEACHING AIDS

Film

Getting a Job

### LEARNING EXPERIENCES

1. Interview junior and senior students who have had part-time and summer jobs. Divide into groups and discuss how part-time and summer jobs were located. Report findings to class.

2. View film on getting a job. Summarize tips presented and compare them with experiences of high school students.

3. Identify part-time jobs available locally and list the requirements for these positions. (A list might be obtained from the chairman of the vocational education department.)

4. Group different types of part-time jobs according to career to which they are related.

5. Identify home economics-related part-time jobs, summer employment and apprentice-like opportunities.

6. Select several part-time and summer jobs that one is interested in securing and list steps to take in obtaining employment.

EVALUATION: Observe students' participation in collecting information by interview and their ability to discuss the findings. Note student reactions to film and contributions in identifying home economics-related jobs. Confer with individuals concerning their choice of part-time or summer jobs in order to guide them in areas appropriate for their abilities and interests.

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OBJECTIVES

Knows characteristics of women in the labor force. (C-1.12 Knowledge of specific facts)
Is aware of the trend for women to combine homemaking and wage earning. (A-1.1 Awareness)

CONTENT

When one knows the characteristics of women in the labor force, it is easier to anticipate trends in the employment of women.

A total picture of working women is provided by statistics concerning their number, age, family status, work patterns, earnings, types of occupations and race.

TEACHING AIDS

Books

U.S. Department of Labor, Occupational Outlook Handbook.
Lifton, Keys to Vocational Decisions, Chapter 6, "Our World of Work," pp. 206-252.

LEARNING EXPERIENCES

1. Develop a list of questions concerning facts about the employment of women, and locate answers in current publications and statistical references. Report findings to class.
2. Work in committees to construct tables, graphs, or other illustrations to show the characteristics of women in the labor force and to compare with previous years.
3. Discuss where and why statistics of this kind are used.

EVALUATION: Observe committee work and note individual contributions. Quiz students to determine their knowledge of current facts about women in the labor force.

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OBJECTIVES

Is able to anticipate problems which arise when homemakers are gainfully employed outside the home. (C-2.3 Extrapolation)
Acquaints self with various adjustments which must be made by different families when the homemaker is employed outside of the home. (A-2.2 Willingness to respond)

CONTENT

Gainful employment of homemakers necessitates adjustments by family members in order to satisfy family needs. Some adjustments might be: changing to a different time schedule for meals, entertaining and relaxation; assuming responsibility for more houskeeping tasks; adapting to new conditions as not having three

LEARNING EXPERIENCES

1. Interview husbands of gainfully employed women--with and without children. Compare the groups on (1) their attitude toward their wives being employed and (2) adjustments required by husband when wives went to work. (C-1.20 Knowledge of ways and means of dealing with specifics)

hot meals a day, or not quite as tidy home; assuming more responsibility for self as mending own clothes, selecting own clothes, etc.

### TEACHING AIDS

Books

NYE, The Employed Mother of America.
U.S. Department of Labor, 1965 Handbook on Women Workers.

Pamphlets

Suggestions to Women and Girls on Training for Future Employment

2. Divide into two buzz groups: students whose mothers are employed and a group whose mothers are not employed. Discuss and list tasks performed at home. Compare reports of the two groups.

3. Brainstorm about new tasks required when mothers "went to work."

4. Conduct inquiries with employed homemakers to answer the following:

   What problems did you encounter when you first combined employment with homemaking?
   What changes or adjustment did you make in the management of your home?
   What changes were made in responsibilities of family members?
   What kinds of "extra" expenses resulted from your employment?

   Record answers and report in class.

5. Role play family conflicts concerning changes in living when the homemaker seeks employment. Identify the individual needs to be considered in making adjustments.

EVALUATION: Note students' results from interviews of husbands of working and nonworking wives. Observe student participation in buzz groups. Examine student records of inquiries with employed homemakers to learn the depth of their questioning. Observe students' role playing for clues to their understanding of family adjustments.

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OBJECTIVES

Is alert towards women's motivations for seeking employment. (A-1.3 Controlled or selected attention)
Comprehends factors which influence homemakers' decisions regarding employment. (C-2.0 Comprehension)

### CONTENTS

Women's motivations for seeking employment vary throughout their life cycle.

Women may seek employment as a result of increased financial needs of the family which may be temporary or permanent.

### LEARNING EXPERIENCES

1. Write definition of "life cycle" and "motivation." Discuss how these terms are related to the employment of women. Make generalizations based on discussion.

Women may wish to become gainfully employed as a means of improving the family's standard of living.

Women may become employed because their interests and salable skills meet the requirements of the available jobs.

Attitudes and expectations of husband and/or wife may motivate women to seek employment.

Women may obtain a job because it provides them with feelings of personal satisfaction.

Women may wish to be gainfully employed because they feel they can make a contribution to society.

Women may not enjoy performing certain household tasks, thus they may wish to seek a job in order to employ someone to perform the tasks.

Women may desire to hold a job because it provides a feeling of independence or personal accomplishment.

2. Question employed homemakers of various ages concerning their reasons for working. Report to class. Tabulate the results on the blackboard.

3. Discuss:

   How may "true motivations" differ from "expressed reasons" for working?
   How does the stage of family life cycle affect decisions of homemakers regarding employment?
   Are women too independent today?
   What are poor reasons for seeking employment?
   Under what circumstances would it be undesirable for women to seek employment?

   Summarize reactions.

4. Present minute dramas of situations in which homemakers are considering seeking employment. Identify the underlying values and motivations which affect their decisions.

TEACHING AIDS

Book

Nye, The Employed Mother of America.

EVALUATION: Note individual reports on questioning of employed homemakers and observe students' reactions to minute dramas. Appraise responses to the discussion questions to discover depth of students' insight.

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OBJECTIVES

Comprehends factors which influence a girl's vocational plans. (C-2.00 Comprehension)
Is alert to the advantages of developing salable skills. (A-1.3 Controlled or selected attention)

CONTENT

Usually girls do not plan ahead as far as boys because many girls see their future as greatly influenced by marriage and the plans of their husbands.

Though marriage is a major goal for many girls, deeper consideration is being given to the development of vocational skills which will serve them before and after marriage.

LEARNING EXPERIENCES

1. Invite a panel of recent high school graduates to discuss:

   Planning for the future is more important for boys than for girls.
   If a girl prepares to be a good homemaker, she does not need to be concerned about training for a job.

2. Participate in a round table discussion of the advantage of possessing a salable skill, although one may not be employed outside the home.

EVALUATION: Note students' reactions to panel discussion. Note student contributions to round table discussion on advantages of possessing a salable skill.

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OBJECTIVES

Knows cultural changes which have encouraged the employment of women. (C-1.22 Knowledge of trends and sequences)

CONTENT

Cultural changes have encouraged employment of women when economic and social conditions are favorable.

Present conditions of society have influenced the employment status of women.

The family has shifted from a producing unit to a consuming unit.

There is a trend toward early marriage and parenthood.

Outside agencies have assumed responsibility to care for children at an earlier age.

LEARNING EXPERIENCES

1. Examine social studies books to identify cultural influences which are changing women's lives.

2. Collect articles and clippings describing socioeconomic changes. Construct a bulletin board showing how changes have affected employment of women. Suggested titles: "Times Change," "Emancipation of Women," "Why Women are at Work."

3. Discuss in buzz groups the following:

   Why are there increasing job opportunities? educational opportunities? Give examples.

Development of labor-saving equipment and products has made housekeeping easier.

There are increased opportunities for education and training.

Prosperity has created additional job opportunities.

TEACHING AIDS

Books

Social study textbooks.
Lifton, Keys to Vocational Decisions, Chapter 6, "Our World of Work," pp. 206-252.

What are some of the problems resulting from the increased life span? How does longer life relate to the employment of women?
What has happened to the standard of living in the United States, and how does it affect the employment of women?
What changes have occurred in the home which make it easier for women to work?
Give examples of the opinion of people in different generations as to the desirability of women working.

Report conclusions to class.

EVALUATION: Observe students' contributions in buzz sections. Quiz students briefly on specific cultural changes which have brought about employment of women to determine their knowledge of trends.

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OBJECTIVES

Is able to recognize the relationship between the changing status of women and greater freedom and equality. (C-4.20 Analysis of relationships)
Forms judgment as to the responsibility of women for changing their occupational status. (A-4.1 Conceptualization of a value)

CONTENT

The changing status of women is resulting in greater freedom and equality in vocational opportunities.

More jobs are being opened to women.

Pay scales and salaries are becoming less discriminating.

Less restrictive dress codes are being adopted.

Opportunities for advancement on the job are increasing.

In the twentieth century, women's demands and the practice of increased equality have resulted in changes in laws, attitudes, and values pertain- to women.

LEARNING EXPERIENCES

1. Determine the meaning of "status."

2. Arrange a panel of class members and/or others to discuss the questions:

   What rights are women entitled to have in a democracy?
   What is meant by "freedom," "equality"?
   How does the status of women today differ from the status of women when grandmother was an adolescent?
   What can women do today that they could not do 50 years ago?

3. Collect clippings from newspapers and magazines on women's rights. Discuss the clippings in class.

TEACHING AIDS

Book

*American Women, President's Commission on Status of Women Report, 1963.

4. Write a short paper on what women can do collectively and as individuals to shorten the gap between the real status of women and the ideal status.

EVALUATION: Observe students' reactions to discussion on rights and status of women. Examine the articles collected and appraise the students' ability to identify articles relating to rights of women. Collect papers and check responses as to ways women can improve their real status.

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OBJECTIVES

Knows that any one woman may assume different roles as she progresses from stage to stage in the life cycle. (C-1.22 Knowledge of trends and sequences)
Can visualize assuming many different roles. (A-4.1 Conceptualization of a value)

CONTENT

One's role concept is influenced by the expectations and approval of others.

An individual functions in a variety of roles and may assume more than one role at a time.

Most women today assume multiple roles.

When homemakers work outside the home, they assume an additional role as wage earner.

The employment of women has resulted in less difference between roles of men and women in the family.

TEACHING AIDS

Books

Barclay, Teen Guide to Homemaking, Chapter 17, "Your Share in the Family," Chapter 18, "Your Relations in the Family."

LEARNING EXPERIENCES

1. Discuss the meaning of a person's "roles."

   Give examples of present roles as eighth graders: student, baby-sitter, family member, FHA member.

2. Look at pictures of a little girl, teenager, mother of young children, mother of teenagers, middle-age woman and an elderly woman. Write brief descriptions of selves at stages protrayed by each picture.

3. List the variety of responsibilities which women have. Relate these to women's various roles.

4. Select and display on bulletin board pictures which illustrate the variety of roles assumed by women: wage earner, wife, mother, cook, nurse.

5. Brainstorm on predictions for "The Woman of 1980."

6. Divide into groups and pretend to be: brothers, sisters, mothers, fathers. Each group lists roles on board and then compares roles. Identify similarities among roles.

EVALUATION: Appraise students' view of their roles by reading their descriptions of themselves as a person at various stages of life. Rate students on their ability to perceive themselves. Observe the students' ability to project the future roles of women. Note their perceptions of roles of different family members.

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OBJECTIVES

*Comprehends* the contribution of home economics in preparing women for varied roles. (C-2.00 Comprehension)
*Appreciates* the advantages of home economics in aiding one to live a useful and satisfying life. (A-1.2 Willingness to receive)

CONTENT

Home economics is a unique field of study in that it offers preparation for the varied roles which women assume.

Home economics educates for establishing a satisfying personal and family life, provides knowledge and skills for wage earning, offers training at all levels of aspiration, helps in managing work at home and on the job, and provides for creative and leisure-time activities.

TEACHING AIDS

Books

Hall, *Home Economics: Careers and Homemaking*.
McDermott, *Homemaking for Teen-agers*, Chapter 4, "Career Opportunities in Home Economics."
Fleck, *Living With Your Family*, "Planning Your Future Career," pp. 487-489.
Hatcher, *Today's Home Living*, Chapter 19, "Looking into the Future," pp. 482-493.
Randolph, *You and Your Life*, Chapters 21-24.
Paris, *Your Future as a Home Economist*.

LEARNING EXPERIENCES

1. Read a reference on home economics vocations.

2. Describe the areas in the field of home economics. Briefly indicate what content is included in each. Discuss how these knowledges may be applied in homemaking and in wage earning.

3. Participate in a panel discussion concerning course work and the advantages of studying home economics.

EVALUATION: Note students' participation in panel discussion.

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## OBJECTIVES

Knows that there are numerous jobs requiring home economics knowledges and skills. (C-1.12 Knowledge of specific facts)
Is aware that knowledges and skills used in maintaining a home are similar to those needed in various occupations. (A-1.1 Awareness)
Is familiar with a variety of home economics-related occupations requiring varying levels of vocational, technical and professional preparation. (C-1.23 Knowledge of classifications and categories)

### CONTENT

Knowledge of related occupations aids individuals interested in home economics in making tentative vocational decisions.

Many occupations require knowledges and skills which are needed and used in homemaking. Some examples are:
- Assistant in children's home.
- Alteration lady in department store.
- Waitress.
- Assistant or salesclerk.
- Aide in nursing home.

See Appendix for a more complete list.

### TEACHING AIDS

Films

Good Place to Work
Helping Hands for Julie
Laundering and Dry Cleaning
Restaurant Operator
Selling as a Career
Take a Good Look
The World is Yours

Filmstrips

It's an Exciting Career
New Horizons in Food Service Careers
The Nurses Aid
The School Cafeteria Worker
The Variety Store
The Waitress

### LEARNING EXPERIENCES

1. List home economics knowledges and skills used by homemakers.
2. Identify jobs using home economics knowledges and skills which can be performed outside of the home for pay.
3. Conduct a symposium in which resource persons in home economics-related occupations explain the nature of their work, duties, reasons for selecting work, advantages.
4. Collect and display newspaper items and/or magazine articles concerning home economics-related occupations.
5. View films on specific occupations related to home economics which require varying levels of vocational, technical and professional preparation.
6. Identify varying levels of preparation needed for different levels of jobs selected to study as projects.
7. Review classified lists of home economics-related occupations. Play "What's My Line" with job titles in the various categories.

EVALUATION: Check students' ability to identify jobs which require home economics knowledges and skills. Observe the students' reactions to symposium. Note interest in newspaper items and magazine articles concerning home economics-related occupations. Score individual projects using an objective rating device. Confer with students individually to discuss their projects and their educational plans.

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### OBJECTIVES

Recognizes home economics-related job opportunities in own community. (C-4.20 Analysis of relationships)
Is aware of local employment opportunities. (A-1.1 Awareness)

### CONTENT

Knowing about jobs requiring home economics knowledge and skills helps one to recognize available employment opportunities.

### TEACHING AIDS

Books

American Dietetics Association, Dietetics as a Profession.
Phillips, Home Economics Careers for You.
Tate, Home Economics as a Profession

### LEARNING EXPERIENCES

1. Take field trips to a variety of businesses which employ persons in jobs related to home economics. Summarize duties and skills connected with each occupation.
2. Identify locations of other jobs related to the areas of study.

EVALUATION: Note student participation in interviews and field trips related to jobs in home economics and related areas.

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### OBJECTIVES

Comprehends that a group of related occupations within a field makes up a job cluster. (C-2.00 Comprehension)
Is aware of job clusters in the areas of home economics. (A-1.1 Awareness)
Is able to evaluate an occupation objectively. (C-6.10 Judgments in terms of internal evidence)

### CONTENT

Preparation for a group of occupations within a field is referred to as a cluster concept, e.g., one prepares for a cluster of jobs which require similar knowledges and skills.

Preparation for a group of occupations within a field rather than a specific job helps one to adjust to rapid changes in manpower needs created by advances in science and technology.

The field of home economics has many areas of study which include a variety of job clusters.

### LEARNING EXPERIENCES

1. Discuss the meaning of job clusters.
2. Listen to resource persons speak on preparation for job clusters. Participate in group discussion after presentation to determine advantages of preparing for job clusters.
3. Identify job clusters in each area of home economics.
4. Write evaluations of the jobs studied (in terms of personal preferences, advantages, and disadvantages) in completion of projects. Choose a few individuals to summarize project findings briefly for the class

EVALUATION: Observe students' reactions to the presentations of resource persons. Check students' evaluations of jobs studied for their projects.

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Films*

Aptitudes and Occupations (Coronet)
The Big Question (Association Films)--choosing a career
Careers for Girls (University of Illinois Visual Aids)
Choosing Your Occupation (Coronet)
Earning Money While Going to School (Coronet)
Finding Your Life Work (Vocational Guidance Films)
Getting a Job (Encyclopedia Britannica)
Good Place to Work (National Association of Manufacturers)
Helping Hands for Julie (Association Films)--hospital work
High School: Your Challenge (Coronet)
How to Investigate Vocations (Coronet)
Knowledge and Skills (Association Films)
Laundering and Dry Cleaning (Vocational Guidance Films)
Planning Your Career (Encyclopedia Britannica)
Restaurant Operator (Vocational Guidance Films)
Selling as a Career (Coronet)
Should I Go to College? (Encyclopedia Britannica)
Take a Good Look (Association Films)--dietetics
The World Is Yours (Association Films)--merchandising

Filmstrips

It's an Exciting Career--Home Economist in Business (J. C. Penney), with record.
New Horizons in Food Service Careers (National Restaurant Association, 1530 North Lake Shore Drive, Chicago)
The Nurses Aid (Eye Gate)
The School Cafeteria Worker (Eye Gate)
The Variety Store (Eye Gate)
The Waitress (Eye Gate)
What Do I Want to Be? (McGraw-Hill)

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*The listing of films and filmstrips includes some which have not been previewed.

## Appendix

Occupations related to home economics have been identified and classified for study. Teachers may wish to add to the list as they discover other occupations that have not been included. No attempt has been made to define specific occupations by job titles and code numbers found in the Dictionary of Occupational Titles.* However, it may be helpful to check Volume I of the D.O.T. to ascertain exact titles and descriptions of jobs selected by students for investigation. Certain occupations, in different locations, vary as to the level of education needed. Therefore, it may be necessary to reclassify some of the job titles according to local requirements.

### Occupations Classified in Areas of Home Economics

I. Care and Guidance of Children

A. Occupations requiring high school training

1. Baby sitter in private home
2. Helper in child care center
3. Nursemaid for private family
4. Nursery school aide, assistant
5. Kindergarten helper
6. Helper in children's hospital ward
7. Helper on playground
8. Assistant in recreation center
9. Assistant in children's library
10. Sales clerk for children's toys, books, clothing

B. Occupations requiring advanced training or higher education

1. Teacher in nursery school
2. Teacher in kindergarten
3. Teacher of adult education course on child development
4. College teacher of child development
5. Research assistant in child development
6. Buyer of children's toys, books in department store

II. Food Management, Production, and Services

A. Occupations requiring high school training

1. Bakery helper
2. Bakery sales clerk
3. Helper in supervised food service
4. Waitress
5. Restaurant hostess
6. Assistant to cook in large institution
7. Salad girl, cafeteria server
8. Cook or baker doing special food preparation
9. Pantry service sandwich worker

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*United States Department of Labor. Dictionary of Occupational Titles. (3rd ed.) Washington, D.C.: USGPO, 1965.

10. Head cook in small kitchen
11. Steam table worker
12. Assistant to supervisor, ordering food, planning menus
13. Bus girl or boy
14. Dishwasher, pot washer
15. Dietary aide
16. Worker in food production or processing plants
17. Family dinner service specialist

B. Occupations requiring advanced training or higher education

1. Chef
2. Restaurant manager
3. Dietitian
4. Institutional food service manager
5. Caterer
6. Technician in food research laboratory
7. School lunch manager
8. Home Economist for business enterprise, demonstrator
9. Cooking school teacher, director
10. Teacher of adult education courses in foods
11. College teacher of foods, nutrition
12. Nutrition consultant for social agencies, businesses

III. Home and Industrial Management and Supporting Services

A. Occupations requiring high school training

1. Homemaker's assistant part or full time in private home
2. Housekeeping aide in nursing or rest home
3. Hospital housekeeping aide
4. Hotel or motel housekeeping aide
5. Visiting homemaker for elderly or handicapped person
6. Management aide in public housing project
7. Manager of home in absence of wife or mother
8. Personal shopper
9. Companion for elderly person
10. Information clerk in hospital
11. Receptionist in hospital or nursing home

B. Occupations requiring advanced training

1. Supervisor, manager of rest home
2. Family financial adviser
3. Teacher of adult education course in management
4. College teacher of home management
5. Director of home management house
6. Manager in public housing project

IV. Home Furnishings, Equipment, and Services

A. Occupations requiring high school training

1. Sales person in furniture store
2. Florist helper

3. Demonstrator of equipment and products
4. Research technician in laboratory testing products and equipment
5. Appliance sales person
6. Assistant to drapery or slip cover seamstress
7. Sales person in fabric shop
8. Drapery, slip cover seamstress, self-employed
9. Upholsterer helper
10. Sales person in drapery shop

B. Occupations requiring advanced training or higher education

1. Manager of small home furnishing business
2. Buyer of home furnishings in department store
3. Interior designer, consultant
4. Kitchen planner, consultant
5. Furniture designer
6. Landscape planner
7. Floral designer
8. Consultant for manufacturer of equipment
9. Research technician in equipment-testing laboratory
10. Window trimmer
11. Real estate consultant

V. Clothing Management, Production, and Services

A. Occupations requiring high school training

1. Fitter or seamstress in clothing alteration
2. Clothing service aide
3. Dressmaker's assistant
4. Dressmaker, self-employed
5. Worker in a garment factory
6. Worker in laundry, cleaning establishment
7. Manager of coin-operated dry cleaning business
8. Sales person in dress shop
9. Sewing machine demonstrator
10. Fashion model

B. Occupations requiring advanced training or higher education

1. Research assistant in textile laboratory
2. Textile designer
3. Buyer of dresses in department store, dress shop
4. Fashion designer
5. Fashion journalist
6. Consultant to manufacturers of laundry products and equipment
7. Manager of dress shop

VII. Combination of Home Economics Areas

A. Occupations requiring advanced training or higher education

1. Teacher of home economics classes in high school, college, adult, education
2. Extension worker, home adviser

3. Editor or assistant in publishing magazines, newspapers, business literature
4. Advertising editor, writer
5. Coordinator, writer for radio and TV programs
6. Demonstrator on TV
7. Homemaking consultant
8. Writer of women's columns, homemaking books

VIII. Other Related Occupations

A. Occupations requiring high school training

1. Cosmetology, hairdresser apprentice
2. Welcome Wagon hostess, visitor of newcomers
3. Salesperson, demonstrator of cosmetics
4. Gift wrapper

B. Occupations requiring advanced training or higher education

1. Airline, bus, train hostess
2. Cosmetologist, hairdresser
3. Manager of a beauty shop
4. Window trimmer
5. Floral designer
6. Adult teacher of flower arranging

# VOCATION ORIENTATION UNIT, GRADE 10

Is my role "whatever will be?"
Or will the future be planned by me?

Planned Adulthood is one concept developed in the Grade 10 unit on vocational decision making.

A unit plan, "Looking Forward to Marriage and/or a Job or Career," has been developed for Grade 10 to complete the sequence of pre-employment offerings--"Developing Qualities for Friendships and Employability" (Grade 7) and "Occupations Related to Home Economics" (Grade 8). Decisions for offering this unit in the tenth grade (rather than in the ninth grade) were based on the contention that, by this time, most girls have passed through a stage of intense self-centered concern and are becoming more altruistic and realistic about themselves in relation to the world. This tenth grade unit has been selected for publication because of the demand for curriculum materials on early orientation of young adolescents to their future adult roles.

## Overview

The underlying concept in this unit is the process of management--planning the use of resources to achieve goals. In order for the teen-ager to achieve goals, decisions must be made. Decision making is an important aspect of preparing for her present and future roles, among which might be family member, friend, student, citizen--and eventually homemaker, mother, professional worker, or skilled service worker. Such decisions are influenced by social and economic conditions and by trends in contemporary living.

Although a few elements of content are reviews of material included in the earlier vocational units, the teacher may wish to repeat other aspects of the previous studies, such as the development of personal qualities (Grade 7, Unit III). Emphasis of certain areas may be achieved, at the discretion of the teacher, by deleting some learning experiences and expanding others. Additional teaching aids may be located in the references for Grade 7, Unit III and Grade 8, Unit III.[2]

As with other pre-vocational unit plans, this unit is structured according to five aspects: (1) objectives, (2) content, (3) learning experiences, (4) teaching aids or resources, and (5) means of evaluation. Levels of expected behavior, classified in accordance with taxonomies of educational objectives,[3] are indicated in parentheses following each objective and learning experience. This is done primarily to encourage high levels of learning and to promote consistency between learning experiences and the behaviors these activities are expected to bring forth. Frames of reference may also require clarification: learning experiences are expressed in terms of student activities, evaluation experiences in terms of teacher activities.

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[2] Illinois Teacher, 1967-68, 11, 297-299, 372-374.

[3] B. Bloom, M. D. Engelhard, E. Furst, W. H. Hill, and D. Krathwohl. Taxonomy of Educational Objectives, Handbook I, Cognitive Domain. New York: David McKay, 1956.

D. Krathwohl, B. Bloom, and B. B. Masia. Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay, 1964.

E. Simpson. The classification of educational objectives. Illinois Teacher, 1966-67, 10, 110-144.

## Major Objectives

Comprehends personal, work, family, and citizen roles in the lives of women.

Is aware of the need to look ahead to adulthood in preparation for future roles.

Understands the relationship of socio-economic developments to trends in contemporary society.

Is able to identify and appraise available resources in preparation for various adult roles.

Is aware of the need for planning the use of resources to attain goals.

## Unit I. Looking Forward to Marriage and/or a Job or Career

### OBJECTIVES

Comprehends the areas in which adults are expected to assume responsibility in contemporary American society. (C-2.00 Comprehension)
Forms judgments about assuming responsibilities expected of adults. (A-4.1 Conceptualization of a Value)
Is able to recognize responsibilities of the adult and to categorize responsibilities into broad areas of responsibility. (C-4.2 Analysis of Relationships)

### CONTENT

The broad areas of adult responsibility are:
a. Personal
b. Occupational
c. Marriage and family
d. Citizenship

An examination of one's self in light of personal responsibilities expected of him aids one in preparing for personal responsibilities as an adult.

Planning is essential in preparing for occupational responsibilities of adult living.

Preparation for marriage and maintenance of a family aids one in assuming responsibilities in future adult life.

Development of certain acceptable qualities prepares one for the role as a citizen in a changing society.

To the extent that a young person understands the nature of adult responsibilities, he can make realistic preparation for adult roles.

### LEARNING EXPERIENCES

1. Divide into small groups and locate pictures representing each area of adult responsibility. Use these on a sectioned bulletin board. Suggested titles: "Duties of Adults," "Coming of Age in Our Society," "Privileges Bring Responsibilities." (C-2.00 Comprehension and C-2.10 Translation)

2. Explore in buzz groups the responsibilities of adult women and report findings to class. (A-1.1 Awareness)

3. Discuss and group the responsibilities according to the broad areas of adult responsibility. (C-4.00 Analysis of Relationships)

4. Invite homemakers to discuss with class factors which contribute to success in their marriage. (C-1.00 Knowledge of Specific Facts)

5. Interview women in different occupations to discover some of the responsibilities that they have on the job. Report findings to class. (C-2.20 Interpretation and A-1.1 Awareness)

6. Listen to resource person speak on "Woman as a Citizen." (C-1.00 Knowledge of Specific Facts and A-1.2 Willingness to Receive)

7. Invite students from other countries to tell about "Women's Responsibilities in Other Lands." (C-1.00 Knowledge of Specific Facts)

8. Write short papers on related topics: "How Adults can be Good Citizens," "Voting, a Privilege or a Responsibility?" "Feelings about Being on My Own," "My Obligation to Myself," "What a Teenager Needs to Know about Adult Responsibility." (C-2.20 Interpretation and A-4.11 Conceptualization of a Value)

EVALUATION

- Students participate in contest in making bulletin board display related to the unit of learning.
- Teacher observes students' responses in discussion for indications of understanding the nature of adult responsibilities.
- Teacher appraises written assignments for depth of comprehension.

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OBJECTIVES

Comprehends the socio-economic developments which have created changes in today's adult living. (C-2.20 Interpretation)
Is willing to examine socio-economic developments which have influenced adult living in our rapidly changing society. (A-1.2 Willingness to Receive)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Interrelated and complex socio-economic developments have brought changes in living. | 1. Interview elderly persons in the community to gain information on socio-economic changes in society which affect contemporary living. (C-1.12 Knowledge of Specific Facts) |
| Industrialization has contributed to these changes in many ways.<br>a. Much commercial and industrial expansion has resulted.<br>b. Specialization has increased.<br>c. Urbanized and suburban areas have developed.<br>d. Communication and transportation facilities have greatly improved.<br>e. Prosperity and affluence have increased for many, but not for all. | 2. Discuss in class results of the interview. (C-2.20 Interpretation)<br>3. List and define the socio-economic developments which have created changes in living. Use current magazines, newspapers, and social studies references as sources of information. (C-1.22 Knowledge of Trends and Sequences) |
| Scientific and technological changes have played a major part in social and economical advancement.<br>a. Knowledge has expanded.<br>b. Human and material resources have been exploited.<br>c. Educational opportunities have greatly expanded. | 4. Listen to resource person speak on "Social and Economic Development Causing Changes." (C-1.2 Willingness to Receive) |

d. Medical advances have reduced health hazards and illnesses.
e. Obsolescence of jobs, skills, and products has taken place throughout the country.

5. Select one socio-economic change and illustrate in writing, pictures, or diagram how it has affected the personal lives of families. Bulletin boards may result. (C-2.10 Translation)

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Books

Hopke, Encyclopedia of Careers, Volume I, "The Future World of Work," pp. 37-44.

Current articles and news items located by class members.

## EVALUATION

- Determine students' grasp of social and economic conditions and ability to reach warranted conclusions by noting participation in groups and by checking assigned work.

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## OBJECTIVES

Is alert to trends in contemporary living resulting from social and economic changes in society. (C-1.22 Knowledge of Trends and Sequences)
Is willing to investigate the causes and effects of trends on teenager's preparations for adult living. (A-2.2 Willingness to Respond)
Is able to understand relationship of social and economic developments to trends in contemporary society. (C-2.20 Interpretation)

## CONTENT

Trends in contemporary living have resulted from social and economic changes in society.

Population trends are toward population explosion, population control, and an increase in proportion of the aging and young in the population.

Labor force trends include an increase in size of labor force, proportion of women working, proportion of married women in the labor force, and demand for skilled, trained workers.

Greater geographic job and social mobility have occurred.

## LEARNING EXPERIENCES

1. Define a trend.

2. Committees engage in the following activities:

   a. Search for news items or articles regarding current trends in living. Display materials and report findings. Discuss meaning of these for family life. (C-1.22 Knowledge of Trends and Sequences)

Trends in personal and family life are:

a. Earlier marriages, earlier parenthood.
b. Lowered household production.
c. Increased family consumption.
d. Higher standard of living.
e. Faster pace of living.
f. Increased use of labor-saving equipment and products.
g. Easier credit.
h. Greater dependence on public services.

Shorter work week, more leisure time, and earlier retirement are trends in contemporary living.

An emerging trend is a movement toward greater and more equal opportunity for all which is indicated by:

a. New public attitudes (family planning, housing).
b. Increased and broadened benefits as a result of social legislation (social security, federal aid).
c. Expanded educational opportunities.
d. Greater freedom of choice.

Social and economic developments relate to trends in contemporary living.

Trends in contemporary living interrelate and influence broad areas of adult responsibility.

a. Personal
b. Family
c. Occupation
d. Citizen

A knowledge of the characteristics and trends in contemporary living enables one to plan ahead and make adjustments to changes in society.

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Current periodicals

Changing Times
Life
Look

b. Question middle-aged (or older) adults on trends. "How does life of today's young homemaker differ from your early adult experiences?" "What trends do you not view as improvements?" Summarize changes which have taken place within a generation and report adults' views to class. (A-1.2 Willingness to Receive)
c. Write a script involving a family conversation which illustrates current trends in living. Tape record and present in class. Have class members identify trends. (C-1.22 Knowledge of Trends and Sequences)

3. Search magazines and newspapers for items relating to shorter work week, leisure time, and early retirement. Clip articles and mark in red important ideas. Make a bulletin board display. (C-2.2 Willingness to Respond)

4. Listen to a resource person speak on "The Movement toward a Greater and More Equal Opportunity for All." (A-1.2 Willingness to Receive)

5. Develop reports on recent special legislation. (For more able student.) List major social and economic developments on blackboard; brainstorm to compose a list of trends which relate to each social and economic development. (C-1.22 Knowledge of Trends and Sequences and C-2.20 Interpretation)

6. Discuss areas of choice today with respect to:

a. education
b. politics
c. religion
d. individual goals

(C-2.00 Comprehension)

Newsweek
Saturday Evening Post
Time

Newspapers

7. Review articles and clippings relating to trends which may affect personal, family, occupational, and citizenship areas of responsibilities. (C-1.12 Knowledge of Specific Facts)

EVALUATION

Check individuals in committee work to determine extent of their knowledge of trends.

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OBJECTIVES

Comprehends that trends in contemporary living are accompanied by problems in adult areas of responsibility. (C-2.00 Comprehension)
Is willing to examine the adult problems as they relate to the effects on each area of adult responsibility. (A-1.12 Willingness to Receive)

CONTENT

New problems arise for adults as changes occur in society.

Problems in adult areas of responsibility result from social and economic developments.

Problems which have resulted from recent socio-economic developments are:

a. Increased wants.
b. Increased mental illness
c. Increased divorce.
d. Increased juvenile delinquency and crime.
e. Unemployment of unskilled workers.
f. Increased competition for jobs.
g. Difficulties in management of time, money, and energy.
h. Shifted responsibilities.
i. Altered and confused roles.

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Current articles and news items located by class members.

Film

The Individual in the Modern World.

LEARNING EXPERIENCES

1. View film, The Individual in the Modern World. (A-1.12 Willingness to Receive)

2. Discuss content of film and identify problems facing mankind in a fast changing society. (C-2.00 Comprehension)

EVALUATION

Observe students during role playing to see whether they understand the adult problems which have been discussed.

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OBJECTIVES

Comprehends the characteristics of women in the labor force and understands how these affect her status and life as an adult. (C-2.20 Interpretation)
Is aware of changes in the status and characteristics of women in the labor force. (A-1.1 Awareness)

CONTENT

Knowledge of changes in status and characteristics of women in the population aids in understanding the current roles of women.

The characteristics of working women may be examined through statistics concerning the number in the labor force, proportion of total population, age, family status, types of occupations, work patterns, and income.

Women's status is subject to change among the following classifications:

a. Single person, with or without dependents.
b. Married person, with or without dependents.
c. Widow, with or without dependents.
d. Divorced or separated person, with or without dependents.

A woman's status with respect to management and parenthood affects her work life.

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Books

U. S. Dept. of Labor, The 1965 Handbook on Women Workers, Ch. 1.
Horowitz, The Outlook for Youth, "Changes in the Role of Women," pp. 108-114.
Lifton, Keys to Vocational Decisions, "Our World of Work," pp. 206-252.

LEARNING EXPERIENCES

1. Listen to teacher presenting facts and statistics on the status and employment of women in an illustrated talk. (Use graphs, charts, and diagrams, or show information using an overhead projector.) (C-1.12 Knowledge of Specific Facts)

2. Compare these illustrations with those of previous years. (C-1.12 Knowledge of Specific Facts and A-1.1 Awareness)

3. Discuss how these facts depict a changed role for women and relate to planning for adulthood. (C-2.20 Interpretation)

4. Listen to discussion on "Personal Roles and Status" by panel composed of:

   a. Single person, married person, widowed person, and divorced person, each with or without dependents.

(A-1.2 Willingness to Receive)

EVALUATION

. Quiz students to determine their knowledge of current facts about women in the labor force. Check quizzes to ascertain factual knowledge.

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OBJECTIVES

Is able to make inferences from occupational trends concerning women's vocational prospects. (C-2.30 Extrapolation)
Is able to distinguish factors which affect women's decisions concerning when to combine marriage with employment or community service. (C-4.10 Analysis of Elements)
Becomes acquainted with various adjustments which must be made by different families when the homemaker is employed outside the home. (A-1.2 Willingness to Receive)

CONTENT

When one is aware of future occupational trends, he is more able to prepare himself and plan realistically.

The prospects for the employment of women in tomorrow's society are very promising.

a. The percentage of women in the labor force has greatly increased.
b. Discrimination because of sex and race has lessened.
c. The work week has shortened.
d. Provision has been made for periodic retraining to adjust to labor demands for highly skilled workers.
e. Service-type occupations in which many women are employed have expanded.
f. Periods of employment have lengthened.

Decisions concerned with combining marriage and employment or community service are influenced by many factors.

a. Present and future economic needs.
b. Individual needs of family members.
c. Care of children during working hours.
d. Management of household responsibilities.
e. Attitudes of husband and family.
f. Personal rewards of work or volunteer service.

g. Availability of jobs, transportation, household services.
h. Earning power.
i. Family values.
j. Stage in family life cycle.

LEARNING EXPERIENCES

1. Read from sources listed, then write paragraph on facts studied concerning future prospects in the employment of women. Summarize and discuss in class. (C-2.30 Extrapolation)

2. Construct a bulletin board illustrating occupational prospects for women. Suggested titles: "Crystal Ball," "Outlook for the 70's," "Feminine Forecast." (C-2.10 Translation)

3. Write brief descriptions, based on personal knowledge, of a case in which a homemaker decided to remain at home rather than seek outside work. Identify the influencing factors. (C-2.2 Interpretation)

4. Divide into gwo groups and prepare information for, and participate in, debate on, "Woman's place is in the home." (C-2.20 Interpretation)

5. Interview women in the community performing dual roles, to discover factors affecting decisions to combine marriage with employment. From this a list can be formulated. (C-2.20 Interpretation)

6. Present minute dramas (may be written by committees) of situations in which family members consider the desirability of the homemaker seeking employment or volunteering for service. (A-1.2 Willingness to Receive)

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Books

U. S. Dept. of Labor, 1965 Handbook on Women Workers.
The Outlook for Youth
Hopke, Encyclopedia of Careers, Volume I, "The Future World of Work," pp. 37-44.
Sifferd, Selecting an Occupation, "Watch the Trends," Ch. 2.

## EVALUATION

Check statements during debate to ascertain students' ability to make inferences from facts gathered. Reactions in responses and rebuttal will give clues to the extent of their understanding of the problem. Have members of class respond to checklist on the performance of each group in the debate.

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## OBJECTIVES

Knows the advantages of education for women's place in a changing society. (C-1.12 Knowledge of Specific Facts)
Recalls generalizations about importance of general and vocational education. (C-1.31 Knowledge of Generalizations)
Sees the necessity and has appreciation for general and wage-earning education to enable women to function in today's society. (A-1.12 Willingness to Receive and A-3.3 Commitment)

### CONTENT

Our complex society necessitates continuous education in order for an individual to function effectively.

General education for women may develop abilities for responsible citizenship, contribute to the enrichment of family life, widen horizons for personal development, and improve the qualifications for employment.

As society becomes more highly technical and mechanized, greater need for wage-earning preparation for women develops. The benefits which may accrue from such preparation include the following:

a. Providing abilities for the support of self and/or others.
b. Helping when supplementary family income is needed.

### LEARNING EXPERIENCES

1. Read a reference on women's education--importance, kinds, benefits. (A-1.1 Awareness)

2. Present statistics which compare earnings with level of education attained. (C-1.12 Knowledge of Specific Facts)

3. Conduct a panel discussion on topics related to the importance of education: "Why we need more education than our grandmothers," "The purposes of school subjects," "Handicaps of being illiterate," "How people can be encouraged to remain in school." (A-3.3 Commitment)

c. Adding security during family emergencies.
d. Providing a means of contributing to society.
e. Aiding in achieving personal satisfaction.

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Books

Lifton, Keys to Vocational Decisions, "How Your Schooling Affects Your Future," pp. 420-427.
Krug, Living in Our Communities, "Continuing Education," Ch. 17, pp. 346-362.
Research and Policy Committee, Raising Low Incomes Through Improved Education

Periodicals

Ellis, Teen Times, "Young Women and the World of Work."

Pamphlet

Brochard, School Subjects and Jobs.

4. Participate in circular response discussion. Possible questions for consideration:

   a. Why is general education of great importance to women?
   b. Why are vocational education and training for women given so much stress at this time?
   c. Do you consider a and b of equal importance? If so, why? If not, why not?

   Summarize generalizations. (C-1.31 Knowledge of Principles and Generalizations)

5. Plan and conduct a survey of women to determine their attitudes toward their own education: "What has your education done for you?" Summarize findings under the appropriate headings--"general education" or "vocational education." Have students write conclusions based on results of survey. (A-1.1 Awareness)

EVALUATION

Determine the extent of commitment to education by careful observation of reactions in discussion.

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OBJECTIVES

Comprehends personal aspirations and values* as they relate to probable expectations. (C-2.20 Interpretation)
Appraises personal aspirations in light of realistic examination of future prospects. (C-6.20 Judgment in Terms of External Criteria)

CONTENT

When one examines his aspirations and values in relation to probable expectations, he is more able to direct his efforts realistically.

LEARNING EXPERIENCES

1. Review the definition and meanings of terms: goals, values, aspirations, expectations, motives, drives, purposes. (C-1.11 Knowledge of Terminology)

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* Concept of value is developed in Grade 7 Outline, "Developing Qualities for Friendships and Employability," Illinois Teacher, 1967-68, 11, 271-296.

In the evaluation of personal goals, certain conditions are involved: recognition of aspirations, identification of values, realistic examination of future prospects.

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Books

Sorenson, Psychology of Living, "Planning Your Career," pp. 617-643; "Glossary of Terms."

2. Brainstorm on the importance of "personal goals." (C-1.11 Knowledge of Terminology)
3. Write a short essay on "The Future Me." (C-2.10 Translation)
4. Role-play incidents depicting realistic and unrealistic aspirations. (C-3.00 Application)
5. Identify (from returned essays) the values which are involved in their aspirations. They will comment on their chances of achieving these goals. (C-6.20 Judgments in Terms of External Criteria)

EVALUATION

Check students' essays to examine their expressed aspirations. Review papers to discover how they perceive their values. Examine comments to determine how realistic their expectations are.

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OBJECTIVES

Appraises available resources in preparation for adult living. (C-6.20 Judgments in Terms of External Criteria)
Is willing to examine available resources in preparation for adult living. (A-1.2 Willingness to Receive)

CONTENT

Appraisal of available resources contributes to preparation for adult living.

Finances, personal qualities, other people, educational, employment, and volunteer service opportunities are some kinds of resources which help people to achieve their life goals.

Types of educational opportunities available are high school, college, vocational and technical schools, company and government training programs, adult courses and independent study.

Some occupational opportunities are located in industries, commercial establishments, institutions, and private homes.

LEARNING EXPERIENCES

1. Discuss the following expressions:
    a. "Success in life is measured by one's paycheck."
    b. "The time of the self-made man is gone."
    c. "It's not what you are, but whom you know that counts."

    (A-1.2 Willingness to Receive)
2. Explore ways in which students can finance their education. (C-1.20 Knowledge of Ways and Means of Dealing with Specifics)
3. Participate in panel discussion on "Opportunities for Education, Employment, and Volunteer Services." One panel to be made up of class members with a moderator; the other of selected resource

Opportunities for volunteer services are: church groups, school organizations, women's clubs, charities and welfare agencies, hospitals, rest homes, children's homes, political organizations, community, government and development committees, and others.

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Books

Roth, Living in Today's World, "Knowing Yourself," pp. 166-171.

Pamphlets

Wolfbein & Goldstein, Our World of Work.
Bailard, Your Abilities.
Sinick, Your Personality and Your Job.
Worthy, What Employers Want.

Films

How to Judge Authorities.

Filmstrips

Public Appearance.

persons, such as guidance counselor, employment agency representative, and chairman of a local volunteer group. Summarize information. (C-1.12 Knowledge of Specific Facts)

4. Formulate a list of local agencies, groups, and institutions. Select one for investigation concerning opportunities for volunteer service. Discuss findings and community needs. Write a news article. (C-1.12 Knowledge of Specific Facts)

5. Determine the volunteer activities of class members. Question students about their satisfaction and rewards in serving others. (A-1.1 Awareness)

EVALUATION

Test students on ability to appraise resources. (See Appendix.)
Observe attitudes expressed by individuals towards money, work, and opportunity in order to help them in counseling and guidance. Check essay test to ascertain criteria used and to assess ability to make judgments of available resources.

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OBJECTIVES

Is able to make a tentative plan for attainment of goals for the future. (C-5.20 Production of a Plan)
Realizes the importance of planning the use of resources to attain goals. (A-3.1 Acceptance of a Value)

CONTENT

Planning the use of available resources aids in attaining goals, and involves making decisions in various areas of living.

Major life decisions which influence personal goal achievement are those related to: educational pursuits,

LEARNING EXPERIENCES

1. Read assignments on future planning, then answer questions based on readings:

   a. Why should we "steer" rather than drift into the future?
   b. What can people do to prepare for the unpredictable events

getting married or remaining single, and vocational and avocational choices.

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Books

Lifton, *Keys to Vocational Decisions*, "Girls and Their Futures," pp. 406-446.
Krug, *Living in Our Communities*, "Continuing Education," Ch. 17, p. 346; "Exploring Vocations," ch. 16, p. 328.
Horowitz, *The Outlook for Youth*, "The Importance of Planning," pp. 164-168; "Preparing Yourself," pp. 178-181.

Films

Benefits of Looking Ahead.

Filmstrips

Preparing for the World of Work.

or circumstances in their lives?

c. What factors are involved in planning and preparing for continued education?
d. How do boys and girls differ in their expectations, interest, concerns, and desires in planning for employment and marriage?

(C-2.10 Translation)

2. Discuss how single persons can lead a full and reqarding life. Cite examples which illustrate contributions to society by single men and women. (A-1.1 Awareness)

3. Begin an outline of a tentative plan for future living to include points discussed and to provide some alternatives, if some unforeseen events occur. (C-5.20 Production of a Plan)

### EVALUATION

Appraise answers to study questions to discover extent of understanding. Observe students' ability to distinguish factors which affect housing selection in their analysis of the case situations. Check students' skill in organizing their plans.

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### OBJECTIVES

*Understands* factors to consider in determining choices of living accommodations. (C-2.20 Interpretation)
*Acquires* information about transportation, group affiliations, and work credentials. (C-1.12 Knowledge of Specific Facts)
*Applies* information by planning the uses of resources to attain goals. (C-5.20 Production of a Plan or Proposed Set of Operations and A-3.00 Application)

### CONTENT

To attain the goal of appropriate living accommodations one needs to evaluate factors as:
- sharing housing with others,
- type and quality of housing needed,
- location of housing,
- cost of housing, and
- household services and furnishings required.

### LEARNING EXPERIENCES

1. Present a case situation concerning an employed graduate faced with a housing problem. Class members suggest factors to consider in selecting living accommodations. Discuss advantages and disadvantages of alternatives. (C-4.10 Analysis of Elements)

To choose the appropriate mode of transportation one may consider: the use of public facilities, sharing with others, and buying a car for which arrangement for insurance and upkeep must be made.

One's group affiliations may enhance or deter attainment of one's goals.

Choice of affiliations involves considering the purposes of various groups--social, religious, fraternal, service, special interest, professional organizations--in terms of one's values.

Work credentials may be a resource in attaining the goal of securing a job.

Work credentials include social security number, birth certificate, work permit, diploma, degree, certificate, license, professional or union membership, papers concerning naturalization, security clearance, military service, and resumé of qualifications.

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Books

Hopke, Encyclopedia of Careers, "How to Find a Job," Vol. 1, pp. 27-36.
Lifton, Keys to Vocational Decisions, "What to Do First," p. 459.
Greenleaf, Occupations and Careers, "Getting Your First Job," pp. 125-141.

2. Use telephone directory to identify different types of transportation. (C-1.12 Knowledge of Specific Facts) Investigate costs of various types of transportation in the community. Compare figures and and determine pros and cons of the different choices. (C-4.10 Analysis of Elements)

3. Survey adults to discover organizations to which they belong. Classify in categories and discuss the motives which influence preferences. Determine the rewards in group affiliations for young people and adults. (C-4.10 Analysis of Elements)

4. Identify the items needed for work credentials. Determine procedures involved in assembling materials. Collect and examine samples. Compile credentials for selves as part of planning. Include personal resume, reference sources, etc. (C-5.20 Production of a Plan)

5. Continue outlines of plans for future living as new areas are studied. (C-5.20 Production of a Plan)

EVALUATION

Record individual contributions in the investigation of transportation costs and in the survey of group affiliations. Examine work in planning and compiling credentials to check ability to apply learning and to integrate operations.

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OBJECTIVES

Comprehends the use of job leads, interviews, and writing skill in securing a job. (C-2.20 Interpretation)
Is alert to the function of these factors in attaining goals. (A-1.3 Controlled or Selected Attention)

CONTENT

Personal contacts with friends, relatives, school counselors, and placement officers are sources of leads for jobs.

Bulletin boards at school, counseling services, agencies, organizations, institutions, volunteer bureaus, businesses and industrial concerns can give leads for jobs and service opportunities.

Classified ads and articles in newspapers, trade, professional, and other publications can provide job leads.

Community and state employment offices and other agencies, private employment agencies, and letters of inquiry are also means of discovering job leads.

Skill in business writing aids in securing employment.

A knowledge of the procedures and techniques of interviewing contributes to one's preparation for employment.

TEACHING AIDS

Books

Lifton, Keys to Vocational Decisions, "Finding Part-Time Jobs," Ch. 11, pp. 456-502.
Horowitz, The Outlook for Youth, "Finding and Applying for a Job," pp. 180-188.

Pamphlets

Feingold & List, How to Get That Part-Time Job.
Mitchell, How to Get the Job.
State of Illinois, Timely Tips for Job Seekers.
Nat'l. Assoc., Your First Job.
New York Life, Your Job Interview.

Films

Earning Money While Going to School.
Finding the Right Job.
Getting a Job
Office Courtesy.
Office Etiquette.

LEARNING EXPERIENCES

1. Divide into groups and choose a job and a volunteer activity, suitable for part-time work, to investigate. Through committee work, make plans and carry out the location of leads. Report findings and sources of information. (Follow through with application if there are students interested in securing part-time work.) (C-2.20 Interpretation) (C-5.20 Production of a Plan)

2. Discuss characteristics of good business letters or have a business or English teacher talk on letter writing. (C-1.24 Knowledge of Criteria)

3. Complete sample application forms. Have students write letters of inquiry and/or application and submit them to a respected person for criticism. Revise and rewrite. (C-3.00 Application)

4. Invite a school official or employer to discuss questions concerning interviews:

   a. How are arrangements for interviews made?
   b. What practices constitute "business ethics"?
   c. How does one dress for an interview?
   d. How does appearance affect getting a job?
   e. How do people show their attitudes?
   f. What are some tips for successful interviews?

   (A-1.3 Controlled or Selected attention) (C-2.20 Interpretation)

5. Role play job interviews (with the above resource person, if possible). (C-3.00 Application)

Filmstrips

The Job Interview.

6. Complete future plans, summarizing tips for finding job leads and for interviewing for employment. Include points on letter writing and sample letter. (C-5.20 Production of a Plan)

EVALUATION

Observe committee activities to discover ability to plan for finding job leads. Check application forms; appraise original and revised letters for evidence of writing capability. Note skill displayed in job interviews. Examine completed plans according to objective standards to ascertain students' ability to produce a plan.

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OBJECTIVES

Comprehends the factors which are evidences of goal achievement. (C-2.20 Interpretation)
Is aware of the evidences of goal achievement. (A-1.1 Awareness)

CONTENT

Indications of goal achievement are satisfying relationships with family, friends, and co-workers, skill in work at home or on the job, material rewards, advancement in position and pay, self-respect, personal fulfillment, and contributions to others.

TEACHING AIDS

Films

How to Keep a Job.
Office Teamwork.
Personal Qualities for Job Success.
You and Your Work.
Your Earning Power.

Filmstrips

Getting and Keeping Your First Job.
Your Boss is Proud of You.

LEARNING EXPERIENCES

1. Read and report on new items, articles, or biographies of persons who have achieved success in some aspect of living. (C-1.12 Knowledge of Specific Facts and A-1.1 Awareness)

2. Identify ways in which goal achievement may be measured. (C-2.00 Comprehension and A-1.1 Awareness)

3. Rate listed indications of goal achievement in order of importance. Tabulate ratings on blackboard and discuss attitudes inferred. (C-2.20 Interpretation)

1 4. Cite examples to show how persons may sacrifice some goals for the achievement of others. (A-1.1 Awareness)

5. Discuss differences among generations in regard to goals in life. (A-1.1 Awareness)

EVALUATION

Appraise reports on readings to determine students' perception of success and their consciousness of the meaning of goal achievement. Note evidences of insight from contributions in class discussions.

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Parmenter, M. D. You and Your Work Ways. Bloomington, Illinois: McKnight and McKnight, 1955, $.90.

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* Teacher reference.

### Pamphlets

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Brochard, J. *School Subjects and Jobs*. (Rev. ed.) Chicago: Science Research Associates, $.90.
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Benefits of Looking Ahead (Coronet)
Earning Money While Going to School (Coronet)
Finding the Right Job (Cononet)
Getting a Job (Encyclopedia Britannica)
How to Judge Authorities (Coronet)
How to Keep a Job (Coronet)
Office Courtesy (Encyclopedia Britannica)
Office Etiquette (Encyclopedia Britannica)
Office Teamwork (Encyclopedia Britannica)
Personal Qualities for Job Success (Coronet)
You and Your Work (Coronet)
Your Earning Power (Coronet)

### Filmstrips*

Getting and Keeping Your First Job (Guidance Associates)--with record, purchase only, $29.75.
The Job Interview (Eye Gate)

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* The listing of films and filmstrips includes some which have not been previewed.

Preparing for the World of Work (Guidance Associates)--with record, purchase only, $29.75.
Public Appearance (McGraw-Hill)
Your Boss is Proud of You (McGraw-Hill)

## Appendix--Test on Resources*

DIRECTIONS: In each category: (a) State specifically the resources which are available to you. (b) Explain how these resources can help (or hinder) the achievement of your personal goals.

1. Personal qualities

   A.

   B.

2. Other people.

   A.

   B.

3. Educational opportunities.

   A.

   B.

4. Occupational opportunities.

   A.

   B.

5. Service opportunities.

   A.

   B.

6. Finances.

   A.

   B.

CHECKING: Suggested rating scale: 10 points for each category. Part A, four points for a specific, inclusive list of available resources. (C-4.00 analysis of elements) Part B, six points for a complete explanation and appraisal. (C-6.20 judgment in terms of external criteria)

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* This essay test could be typed on two pages in order to allow more writing space.

# CURRICULUM GUIDES FOR THE EMPLOYMENT EDUCATION ASPECT OF HOME ECONOMICS--A BRIEF OVERVIEW

Following are curriculum guides, as yet untried, for occupationally oriented home economics courses in child care, food services, and clothing services. All three assume related cooperative work experiences.

The guides are for eleventh and twelfth grade courses and include objectives, statements of content, learning experiences, teaching aids, and means of evaluation.

## PREPARATION FOR EMPLOYMENT IN THE AREA OF CHILD DEVELOPMENT

### Grades 11-12

I. Orientation to employment in the area of child development.

   A. Employment opportunities in the area of child development.

      1. Entry level occupations which may or may not require high school training.

         a. Baby-sitter in a private home.
         b. Helper in child-care center.
         c. Nursemaid for private family.
         d. Nursery school aide, assistant.
         e. Kindergarten helper.
         f. Helper in children's hospital ward.
         g. Helper on playground.
         h. Assistant in recreation center.
         i. Assistant in children's library.
         j. Sales clerk for children's toys, books, clothing.

      2. Occupations requiring advanced training and/or education.

         a. Aide or attendant in child-care center.
         b. Teacher assistant.
         c. Teacher.

            1. Nursery school.
            2. Kindergarten.
            3. Elementary.
            4. College--child development.
            5. Adult--child development.

         d. Director of child-care center.
         e. Research assistant in child development.
         f. Buyer of children's toys, books, clothing in department store.

   B. Significance of the area of child development as a field of study and as an occupational field.

      1. Contributions child-care centers may make to welfare of children.

         a. Supplement and complement care received at home.
         b. Allow opportunities for expression of feelings in acceptable ways.
         c. Provide varied play experiences.
         d. Allow opportunities to develop independence and assume responsibilities.
         e. Provide atmosphere conducive to optimum development of each child.

      2. Significance of child development programs.

         a. Effect of changes in family life patterns on care of children.
         b. Increasing number of individuals and families served by child development programs.

        c. Knowledge of how methods of dealing with children influences the individual development of the child.
        d. Contributions of research to the body of knowledge about human development.

  C. Personal qualities which contribute to success in employment in the area of child development and guidance.

    1. Willingness to learn and to work.
    2. Character traits, such as:

        a. Initiative.
        b. Dependability.
        c. Accuracy.
        d. Promptness.
        e. Cheerfulness.
        f. Honesty.
        g. Loyalty.
        h. Maturity.
        i. Patience.
        j. Calmness.
        k. Firmness.
        l. Emotional stability.

    3. Ability to take constructive criticism.
    4. Ability to follow directions.
    5. Respect for employer and staff members.
    6. Appropriate standards of health and personal grooming.

        a. Health certificate.
        b. Physical stamina.
        c. Clean, neat, appropriately dressed.

    7. Observance of professional ethics.

        a. Avoiding discussion of children outside of class.
        b. Avoiding criticism of staff and parents.

    8. Other desirable characteristics.

        a. Love of children.
        b. Enjoyment of working with children.
        c. Some understanding of child development and behavior.
        d. Sense of fairness.
        e. Ability to communicate with children.
        f. Skill in directing activities appropriate for age level.
        g. Alertness.
        h. Understanding of self--positive self-concept.

II. Responsibilities of child-care employees.

  A. Understanding principles of growth and development.

1. Factors influencing development.
    a. Heredity.
    b. Environment.
        (1) Surroundings.
        (2) Experiences.
2. How a child grows.
    a. Irregular.
    b. Follows a pattern.
    c. Own individual rate.
3. Ways a child develops.
    a. Physically.
    b. Mentally (Intellectual).
    c. Emotionally.
    d. Socially.
4. Influence of preschool years on later growth and development.

B. Guiding growth and development.
    1. Purposes of guidance.
        a. Adjustment to immediate environment.
        b. Well-being of child.
            (1) Basic needs.
            (2) Safety.
    2. Principles of guidance.
        a. Positive approach.
        b. Consistency.
        c. Supporting limits.
        d. Recognizing individual differences.
        e. Love and acceptance of child.
    3. Methods of guidance.
        a. Indirect.
            (1) Arranging schedules.
            (2) Types of equipment.
            (3) Manipulating surroundings.
        b. Direct.
            (1) Physical.
            (2) Verbal.

C. Supervising activities.

1. Purposes of activities.

    a. Gain coordination.
    b. Develop social skills.
    c. Develop concepts.
    d. Release excess energy, emotions, and tension.
    e. Aid in problem solving.

2. Principles of supervising.

    a. Guidelines.
    b. When to interfere.

3. Stages of activity.

    a. Solitary (Alone).
    b. Parallel (Beside).
    c. Cooperative (Group).

4. Types of activity.

    a. Free activity.

        (1) Indoor.
        (2) Outdoor.

    b. Dramatic activity (Imaginative).

        (1) Doll center.
        (2) Blocks.
        (3) Dress-up.

    c. Creative.

        (1) Principles of creativity.
        (2) Techniques for developing child's creativity.

            (a) Painting.

                1) Easel.
                2) Finger.
                3) Sponge.

            (b) Cutting.
            (c) Pasting.
            (d) Crayons, chalk, pencil, ink.
            (e) Modeling.

                1) Clay.
                2) Dough.

            (f) Puppets, mobiles, and stables.

        - (g) Graphics.
        - (h) Use of "waste" materials.
        - (i) Simple science projects.
        - (j) Water, sand, snow.
        - (k) Flannel board.
        - (l) Carpentry.

- d. Literature.

    - (1) History of children's literature.
    - (2) Criteria for selecting books for children.
    - (3) Illustrators and illustrations for children's books.
    - (4) Types of stories.

        - (a) Animal.
        - (b) Fantasy.
        - (c) Realism.
        - (d) Fables.
        - (e) Parables.
        - (f) Proverbs.

    - (5) Uses of poetry.
    - (6) Books which especially contribute to intellectual stimulation.
    - (7) Meaningful methods for reading aloud to children and for storytelling.
    - (8) Uses of fingerplays.

- e. Musical activity.

    - (1) Fundamentals.

        - (a) Rhythm.
        - (b) Harmonic and melodic concepts.
        - (c) Pitch.
        - (d) Key determination.

    - (2) Value of music.
    - (3) Various expressions of music.

        - (a) Records.
        - (b) Rhythm band instruments.
        - (c) Fingerplays.
        - (d) Music and dance.
        - (e) Group singing.
        - (f) Spontaneous music by children.
        - (g) Musical games.

    - (4) Ways to incorporate music into program.

        - (a) Special time period.
        - (b) Supplement to another activity.
        - (c) Transition between activities.
        - (d) Therapeutic value.

            - (5) Ways to encourage children to participate in musical activities.

        - f. Excursions.
        - g. Habits and routines.
            - (1) Value of habits.
            - (2) Relation of habits to routines.
            - (3) Developing habits through routines of:
                - (a) Toileting.
                - (b) Snacks and mealtime.
                - (c) Sleep and rest.
                - (d) Cleanliness.
        - h. Health and safety activities.
            - (1) Developing health and safety practices.
            - (2) Childhood diseases.
                - (a) Symptoms.
                - (b) Treatment.
                - (c) Immunization.
            - (3) Chronic diseases.
                - (a) Description.
                - (b) Care.
                - (c) Aiding child in adjusting to.
            - (4) First-aid procedures.
            - (5) Health agencies available to children.
    - 5. Relationship between stages of development and activity.
- D. Observations of children.
    - 1. Principles.
        - a. Concentration.
        - b. Objectivity.
        - c. Sensitivity.
        - d. Accuracy and conciseness in recording behavior.
        - e. Differentiation between facts and interpretations of behavior.
    - 2. Discussion of behavioral aspects observed.
- E. Other responsibilities.
    - 1. Working as a member of a team.
        - a. Learning names of employer, employees, parents, and children.
        - b. Becoming familiar with policies, schedules, etc.
        - c. Determining responsibilities of particular job.

    2. Selecting materials and equipment.
        a. Promoting development.
        b. Providing for safety.
    3. Clerical.
    4. Housekeeping.
        a. Arrangement, use, and care of equipment.
        b. Cleaning up.

III. Child-care employment as a career.

A. Significance of child-care employment (Review).

B. Avenues for additional preparation.

1. Education.
2. Training.

C. Opportunities for advancement.

## Major Generalizations

The care and guidance of children is a concern of society.

Human growth has certain basic needs which must be satisfied through interaction with the environment.

All children progress toward maturity according to basic laws and patterns of growth and development, but individual differences exist in the rate of growth and development.

Understanding the principles of development provides a basis for guiding a child's development.

Cooperation in guidance, supervision, and observation by all concerned facilitates a child's growth toward maturity.

A person's employability is enhanced through developing attitudes, understandings, work habits, and skills needed by a child-care worker.

## Objectives

Becomes familiar with opportunities for employment in relation to kind and level of education and/or training required (C-1.23 Knowledge of Classifications and Categories).

Appreciates the importance of child development programs (A-3.3 Commitment).

Recognizes child care and guidance as an important responsibility of society (C-4.20 Analysis of Relationship).

| Content | | Learning Experience |
|---|---|---|
| Parents have moral obligations and legal responsibilities for the welfare of their children. As societies change, family functions for the welfare of children tend to change. | 1. | Survey working mothers of preschool and elementary school children to determine where children receive care while parents are at work (C-1.12 Knowledge of Specific Facts). |
| In some situations, family functions are assumed by agencies serving as family substitutes. | 2. | Interview representatives from child-care agencies for information regarding employment opportunities, parent responsibilities, and agency responsibilities (C-1.12 Knowledge of Specific Facts). |
| The environment provided by the family or its substitute influences the child's physical, mental, emotional, and social development. | 3. | Organize employment opportunities according to educational and/or training requirement (C-1.23 Knowledge of Classification and Categories). |
| Legal regulations control certain agencies and institutions which have assumed functions previously performed by families | 4. | Analyze similarities and differences of employment opportunities at various agencies (C-4.20 Analysis of Relationships). |

| Content | Learning Experience |
|---|---|
| The care and guidance of children is a fundamental concern of society. | 5. Summarize the contribution of child-care agencies to the development of children and to society (C-1.25 Knowledge of Methodology). |

## Teaching Aids

### Books

Baker, Understanding and Guiding Young Children, Ch. 9, "Handicaps and Crises," pp. 273-276; Ch. 10, "Growing Up in School and Community," pp. 296-300, 306-308.

Brisbone, The Developing Child, Ch. 1, "Childhood 'Revisited'," pp. 12-15.

Duvall, Family Living, Ch. 17, "Caring for Children," pp. 329-331.

Hatcher, Adventuring in Home Living, Book 2, Ch. 6, "Enjoying Young Children, p. 435.

Hurlock, Child Growth and Development, Introduction, "How to be a Good Baby Sitter," pp. XIII-XVII.

*Read, The Nursery School, Ch. 1, "Introducing the People," pp. 3-21; Ch. 2, "Describing the Nursery School," pp. 40-51.

Rhoades, Your Life in the Family, Ch. 5, "A Child Has to Learn How to Live in Society," pp. 125, 128-130.

Shuey, Learning About Children, Ch. 2, "Watching Children Grow," pp. 9-17; Ch. 5, "Community and Private Agencies Which Serve the Family," pp. 54-64.

Smart, Living in Families, Ch. 3, "You Learn from Children," pp. 78-79.

### Films

Children of Change (University of Illinois)

The World of Three (University of Illinois)

### Evaluation

6. Teacher appraises students' responses to "spell down" of employment opportunities.

7. Teacher appraises written assignments on "Child-care agencies are important because ____________________."

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*Teacher reference.

# PREPARATION FOR EMPLOYMENT IN THE AREA OF CHILD DEVELOPMENT

## Overview

This course, "Preparation for Employment in the Area of Child Development," is planned as a one-year course for Grade 11 or 12 in a cooperative work-study program. It is one of the options to follow the sequence of preemployment offerings, "Developing Qualities of Friendship and Employability" (Grade 7), "Occupations Related to Home Economics" (Grade 8), and "Looking Forward to Marriage and/or a Job or Career" (Grade 10). If the students enrolled in this course have not completed all of the preemployment study, the teacher will need to select from the earlier units objectives, learning experiences, and content which are most pertinent in preparing students for employability.

The content of this course includes the child development concepts needed for employment. Students may or may not have previous experiences of working with children in a play group or some other supervised play situation. If the class members have previous education and/or training in child development the teacher will need to consider this in selecting the content and the emphases for the course.

This course is developed to be taught concurrently with on-the-job training experiences, but this does not preclude parts of it being taught prior to students being placed in training stations in the community. The course concentrates on the development of three- and four-year-old children, but it may be modified or expanded to include whatever age groups are present in local training stations.

A cooperative work-study program also includes the general commonalities of all areas of vocational education. Since these are developed elsewhere they are not included in this outline; however, the teacher will need to select and include those commonalities necessary to meet the needs of the students in the class.

## Major Objectives

Is aware of the employment opportunities in the care and guidance of children and understands the possibilities, limitations, and responsibilities of such employment.

Understands, accepts, and develops respect for personal strengths and limitations as a child-care employee.

Understands the principles of growth and development of young children.

Applies principles of growth and development in directing activities of young children.

Is familiar with a planned program of learning experiences that offers young children appropriate cognitive stimulation and opportunity for physical, emotional, and social development.

Understands a child-care employee's role in the care and guidance of children.

Objectives

Comprehends the personal qualities which contribute to success as an employee in the area of child development (C-2.0 Comprehension).

Is willing to examine objectively and to improve self in terms of qualities contributing to successful employment in the area of child development (A-2.2 Willingness to Respond).

Has appreciation for the personal qualities contributing to successful employment in child development (A-3.3 Commitment).

Content

Characteristics of physical, social, emotional, and mental development contribute to employability. (See outline for specific examples.)

Learning Experience

1. Brainstorm qualities class members would desire in a person to whom they would entrust a younger brother or sister (C-1.12 Knowledge of Specific Facts).

2. Invite panel of mothers and those who employ persons to care for children to discuss personal qualities they expect in a child-care worker (A-1.1 Awareness and C-1.12 Knowledge of Specific Facts).

3. Develop check list of "Qualities of a Child-Care Worker" (C-1.2 Knowledge of Ways and Means of Dealing with Specifics).

4. Discuss each quality in terms of:

    a. What is meant by ______________?

    b. Why is it important for the person who cares for children?

    c. How can one develop this quality? Improve it? Maintain it?

    d. How will the quality be used in the role of a child-care worker?

    (C-2.10 Translation).

5. Rate self on check list and identify one or two qualities of work to develop or improve (A-2.2 Willingness to Respond).

6. Role-play realistic occupational situations involving personal qualities. Identify the qualities expressed by the employee and explore the effect on the employer, other employees, parents, and children (C-2.2 Interpretation, A-1.13 Controlled or Selected Attention).

## Teaching Aids

### Books

Ellett, The World of Children, Ch. 10, "Is There a Sitter in the House?", pp. 94-97.

Fleck, Exploring Home and Family Living, Ch. 25, "Caring for Small Children," pp. 248-255; Ch. 35, "Being a Better Communicator," pp. 395-404.

Hurlock, Child Growth and Development, Introduction, "How to be a Good Baby Sitter," pp. XVII-XX, XXV-XXXVII.

Raines, Managing Livingtime, Part 3, Ch. III, "Time for Children," pp. 282-283.

Shuey, Learning About Children, Ch. 3, "Baby Sitting as a Job," pp. 18-28.

### Pamphlets

State of Illinois, Department of Children and Family Services, Program Guides for Day-Care Centers, "Some Qualities of a Good Teacher."

State of Illinois, Department of Children and Family Services, Standards for Licensed Day-Care Centers and Group Day-Care Facilities, pp. 9-12.

### Evaluation

7. Teacher check self-ratings on check list and compare with observed behavior. Discuss with each student.

8. Student periodically reevaluate status on personal qualities check list.

### Objectives

Understands the role of heredity and environment in the growth* process (C-2.2 Interpretation).

Comprehends the aspects of growth and development (C-2.2 Interpretation).

Accepts the importance of understanding the principles of growth and development and to applying them in the guidance of children (A-3.1 Acceptance of a Value).

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*Growth and growth process, in this curriculum plan, refer to the total development process and not to physical growth alone.

| Content | Learning Experience |
|---|---|
| Heredity and environment are co-factors in the growth process.<br>The basic pattern or blueprint of human growth is determined by the laws of heredity. | 1. Recall or read references on how heredity and environment influence growth (C-1.31 Knowledge of Principles and Generalization. |
| The growth process occurs through the interaction of the organism and its environment. | 2. View and discuss film, "Principles of Development" for basic laws and patterns of growth (C-2.0 Comprehension). |
| Growth is both quantitative and qualitative.<br>Growth proceeds from general to specific responses. | 3. Divide into groups and list other examples of growth according to these patterns (C-2.2 Interpretation). |
| The tempo of growth is not even.<br>Development tends to be in sequential order with each stage linked to earlier, less mature stages.<br>Each child passes through the characteristic stages of development at his own rate.<br>Both rate and pattern of growth are affected by conditions within and without the body.<br>Sequence is more important than the age at which the specific characteristics of development appear since individuals differ in their rate and pattern of development. | 4. Observe several children of the same age and note how their development is alike and different (C-4.2 Analysis of Relationships). |
| Aspects of growth are physical, mental (intellectual), emotional, and social.<br>The aspects of growth develop at different rates and are interrelated. | 5. Explore teaching aids to find common characteristics (norms) of each aspect of development of children at ages 2, 3, 4, and 5. (C-1.12 Knowledge of Specific Facts). |
| Physical development refers to body growth, change in proportions, and increase in coordination or manipulative ability.<br>Physical development is affected by diet, rest, clothing, state of cleanliness, exercise, shelter, and the extent to which basic social, emotional, and mental needs are met. | 6. View films, "The Terrible Twos and the Trusting Threes" and the "Frustrating Fours and Fascinating Fives," for examples of differences in each aspect of development and variations in child-care procedures at the four age levels (A-1.1 Awareness and C-2.0 Comprehension). |

Content

Learning Experience

Children, ages 2 to 5, are characterized by: rapid physical and mental growth, but at decreasing rates; changes in body proportions; perfection of basic motor skills; acquisition of some fine motor skills; and coordination of motor skills.

Mental development is the acquisition of knowledge and understandings and the ability to make application of them.

Young children learn by example, imitation, and experimentation.

Children, ages 2 to 5, are characterized by: language development in terms of ability, articulation, and vocabulary; great curiosity about environment; extensive activity (short attention space); and a beginning understanding of abstractions.

As a child develops mentally, he is increasingly able to cope with new situations.

Emotional development is an increase in the ability to recognize and understand one's feelings and to deal with them in constructive ways.

A child's emotional patterns are affected by heredity, environment level of intellectual abilities, and physical skills.

A child's emotions are spontaneous and short-lived.

Until socially acceptable emotional responses are learned, emotions are expressed directly.

If a child's basic needs of love, recognition, belonging, and achievement are fulfilled he is more likely to be emotionally secure.

Social development refers to the ability to interact with others.

Social development is learned through experiences with others.

| Content | Learning Experience |
|---|---|
| Children progress from self-interest and self-concern to involvement with family members to relationships with peers. | |
| Pattern of development and behavior of the preschool years provide the foundations for adult physical, mental, emotional, and social characteristics. | 7. Cite examples of adult behavior and speculate on bases in childhood experiences (C-2.30 Extrapolation). |

## Teaching Aids

### Books

Baker, Understanding and Guiding Young Children, Ch. 1, "What Are Children Like?", pp. 13-23; Ch. 4, "Children Who Are 3 and 4 Years Old," pp. 107-131.

Brisbone, The Developing Child, Ch. 10, "Physical Development," pp. 257-279; Ch. 11, "Emotional and Social Development," pp. 281-305; Ch. 12, "Intellectual Development," pp. 307-336.

Craig, Thresholds to Adult Living, Ch. 2, "Personality Patterns," pp. 50-56; Ch. 12, "Childhood Charts," pp. 263-266.

Duvall, Family Living, Ch. 16, "How Children Grow," pp. 304-316.

Ellett, The World of Children, Ch. 4, "How Does the Child Grow?", pp. 40-52.

Fleck, Exploring Home and Family Living, Ch. 23, "What a Young Child is Like," pp. 230-240; Ch. 24, "Living with Small Children," pp. 241-247.

Hatcher, Adventuring in Home Living, Book 1, Ch. 8, "Mother by the Hour," pp. 453-454.

*Hurlock, Child Development, Ch. 1, "Principles of Development," pp. 1-30; Ch. 2, "Foundations of the Developmental Pattern," pp. 36-72; Ch. 4, "Physical Development," pp. 111-159; Ch. 5, "Motor Development," pp. 166-204; Ch. 6, "Speech Development," pp. 208-255; Ch. 7, "Emotional Development," pp. 260-318; Ch. 8, "Social Development," pp. 325-376, Ch. 11, "Development of Understanding," pp. 488-535.

Hurlock, Child Growth and Development, Ch. 3, "Facts about Children," pp. 34-46; Ch. 4, "How a Child Grows," pp. 47-62; Ch. 9, "The Child and His Emotions," pp. 152-169; Ch. 10, "Mealtime and Bedtime Problems," pp. 171-192.

Raines, Managing Livingtime, Part III, Ch. 3, "Time for Children," pp. 278-280.

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*Teacher reference.

Rhoades, Your Life in the Family, Ch. 4, "Children Need Help to Grow Up," pp. 85-106.

Shuey, Learning About Children, Ch. 12, "Growing Up," pp. 167-186.

Smart, Living in Families, Ch. 12, "The Children in Your Future," pp. 287-298.

Wallace, Building Your Home Life, Ch. 14, "Getting to Know Children," pp. 374-377.

Films

Children's Emotions (University of Illinois)

Frustrating Fours and Fascinating Fives (University of Illinois)

He Acts His Age (University of Illinois)

Principles of Development (University of Illinois)

Social Development (University of Illinois)

Terrible Twos and Trusting Threes (University of Illinois)

Evaluation

8. Divide class into four groups each to select pictures, examples, and other means of describing an age group of children.

Objectives

Comprehends the theories which are the bases for the principles and methods of guidance (C-2.0 Comprehension).

Recognizes the importance of guidance in the development of children (A-3.1 Acceptance of a Value).

Wants to be able to guide the behavior of children in ways which enable them to maintain self-respect and move forward in all aspects of development (A-2.2 Willigness to Respond).

Applies principles and methods of guidance as a means of improving environment to facilitate the development of children (C-3.0 Application).

| Content | Learning Experience |
|---|---|
| Guidance helps a child develop self-control and self-reliance within the framework of society's expectations. | 1. Define guidance and give illustrations of a person guiding a child (C-1.12 Knowledge of Specific Facts). |

| Content | Learning Experience |
|---|---|
| To the extent that an individual's needs are met as they occur, he is free to move toward his full potential of development toward maturity.* | 2. Observe children in home and group situations and identify "problem" behavior. Explore in buzz groups some of the causes of such behavior (A-1.1 Awareness, C-2.20 Interpretation). |
| Positive guidance gives direction to behavior and arouses less resistance in the child. | 3. Discuss ways to guide such behavior to satisfy needs (C-2.30 Extrapolation). |
| Guidance procedures appropriate to the age and maturity of the child facilitate development. | 4. Define term-positive guidance. Give examples of how a situation may be handled by positive and negative guidance (C-1.12 Knowledge of Specific Facts). |
| Clearly defined and consistently maintained limits contribute to a sense of security and direction. | 5. Relate examples of positive and negative guidance observed in home and group settings (C-1.23 Knowledge of Classification and Categories). |
| Guidance is enhanced through affection, respect for the child as an individual, help with difficult tasks, and approval for those things well done. | 6. Compare reactions of children to positive and negative guidance (A-1.1 Awareness and C-2.20 Interpretation). |
| Direct and indirect methods of guidance are used to guide behavior. | 7. Analyze each as to "why" children react as they do (C-4.0 Analysis). |
| Indirect methods include arranging schedule for activity, choosing equipment of type which affects behavior, and manipulating surroundings. | 8. Develop a list of key words, positive in nature, which can be used in guidance (5.00 Synthesis). |
| Direct methods may be physical and/or verbal. | 9. Recall guidance procedures used in the movies previously viewed. Discuss how the same type of situation was handled differently with children of different ages (C-1.12 Knowledge of Specific Facts). |
| Both verbal and nonverbal communications convey meaning (voice, actions, attitudes). | 10. Read from sources listed and develop a list, "Suggestions for Guiding Preschool Behavior" (C-5.00 Synthesis). |

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*Maturity involves:

1. Ability to perceive self and the world realistically.
2. Acceptance and understanding of self and others.
3. Unity of personality.
4. Responsibility for own behavior.

Content

Learning Experience

11. Observe persons who work with children for methods used (help with difficult tasks, approval, etc.) and personal characteristics expressed (affection, respect as an individual, etc.). Evaluate effectiveness of guidance (C-6.10 Judgments in terms of External Criteria).

12. Distinguish between direct and indirect guidance. Give examples of each and reasons for using each type (C-3.00 Application).

13. Discuss punishment and develop criteria to be used to decide whether a certain type of punishment in desirable as undesirable (C-5.00 Synthesis).

14. Use the criteria to evaluate: physical punishment, humiliation, praise, reward, threat, natural consequence, isolation, removal of privileges (C-6.00, 6.20, Judgments in Terms of External Criteria).

15. Practice giving directions in a positive way. (Watch for verbal and nonverbal cues.) (C-3.00 Application).

16. Present case situations concerning behavior. Discuss ways of guiding and reasons for, based on theories and principles of guidance (C-3.00 Application).

## Teaching Aids

### Books

Baker, Understanding and Guiding Young Children, Ch. 5, "We Learn Through Experiences with Children," pp. 135-157; Ch. 7, "Discipline and Spoiling," pp. 211-232; Ch. 8, "Stumbling Blocks in Growing," pp. 235-263.

Duvall, Family Living, Ch. 15, "Getting Along with Children," pp. 290-293.

Ellett, The World of Children, Ch. 5, "Should He be Spanked or Coddled?", pp. 56-66.

Fleck, Exploring Home and Family Living, Ch. 23, "What a Young Child is Like," pp. 230-240; Ch. 24, "Living with Small Children," pp. 241-247.

Hatcher, Adventuring in Home Living, Book 2, Ch. 6, "Enjoying Young Children," pp. 466-473.

*Hurlock, Child Development, Ch. 12, "Moral Development," pp. 558-578.

Hurlock, Child Growth and Development, Ch. 12, "Common Behavior Problems," pp. 206-220; Ch. 13, "Discipline Good and Bad," pp. 221-236.

*Read, The Nursery School, Ch. 3, "Equipment and Curriculum," pp. 80-81; Ch. 4, "Goals and Initial Support Through Guides to Speech and Action," pp. 85-105; Ch. 7, "Building Feelings of Security and Adequacy," pp. 167-195; Ch. 8, "Handling Feelings of Hostility and Aggressiveness," pp. 196-220; Ch. 9, "Defining and Maintaining Limits for Behavior," pp. 222-247; Ch. 10, "Developing Relationships in Groups," pp. 248-275; Ch. 13, "In Intellectual Development--Perception and Mastery," pp. 320-334.

Rhoades, Your Life in the Family, Ch. 5, "A Child Has to Learn How to Live in Society," pp. 107-123.

Pamphlets

Baruch, How to Discipline Your Children

Hymes, Enjoy Your Child--Ages 1, 2, and 3

Hymes, Three to Six

Melt, What Can You Do About Quarreling?

Oettinger, Your Child from 1-6, pp. 28-42, 52-54.

Wolf, Your Child's Emotional Health

Young, How to Bring Up Your Child Without Prejudice

Films

Teaching the 3's, 4's, and 5's. Part 2: Setting the Stage for Learning (University of Illinois)

When Should Grownups Help? (University of Illinois)

Evaluation

17. Observe students as they guide children's activities or role-play situations of guiding activities.

18. Each student lists ways she uses (can use) principles of guidance with children she supervises.

Objectives

Comprehends the purposes, stages, and types of activities and their contributions to the aspects of development (C-2.2 Interpretation).

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*Teacher reference.

Realize the importance of activity to development (A-3.1 Acceptance of a Value).

Knows the responsibilities of a child-care employee in supervising activities (C-1.12 Knowledge of Specifics).

Wants to develop skill in introducing and supervising activities of children (A-2.2 Willingness to Respond).

Structures experiences and gives guidance in order to enhance growth (C-3.0 Application).

Evaluates experiences in relation to development of children (C-6.20 Judgments in Terms of External Criteria).

| Content | Learning Experience |
|---|---|
| Activities aid in the development of motor skills and coordination, concept and problem-solving skills, and social skills. | 1. Explore teaching aids and recall observations and movies about children to list different types of activities (play) for children (C-2.30 Interpretation). |
| Activities enrich the imagination of a child and enable him to plan, organize and develop ideas. | 2. Discuss how each type of activity influences development (C-3.00 Application). |
| Activities provide outlets for the release of excess energy, emotions, and tensions. | 3. Visit a nursery school, day-care center, kindergarten, or some other facility which provides child-care services. Record evidences of preplanning, length of attention span, schedule of activities, how activities were introduced, and when activities were interrupted (C-4.20 Analysis of Relationship). |
| Preplanning contributes to the success of an activity. | 4. Summarize observations by developing "Guides for Planning and Supervising Activities for Preschool Children" (C-5.20 Production of Plan, or Proposed Set of Operations). |
| The manner in which an activity is initiated contributes to the child's willingness to participate. | 5. Plan a day's (2½ hours) activities for a group of children (C-5.20). |
| A balance between freedom of activity and definite limits to insure safety promotes a child's well-being. | |
| The short attention span of a preschool child implies a need for varied activities. | |

| Content | Learning Experience |
|---|---|
| Activities which encourage longer plan contribute toward increasing a child's attention span. | |
| Alternating periods of active and quiet activities contributes toward meeting the needs of children. | |
| Uninterrupted activities, so long as there is progress, child is safe, and toys and equipment are cared far, contribute to development. | |
| As a child grows and develops toward maturity, he progresses through the solitary, parallel, and group stages of activity. | 6. Look at pictures of children engaged in solitary, parallel, and cooperative activity and discuss the characteristics of each stage (C-4.00 Analysis). |
| A child engages in many different types of activities which contribute to various aspects of development. | 7. Observe children at various stages of activity and determine the stage of each (C-4.00 Analysis). |
| | 8. Committees engage in the following activities:<br>a. Choose one of the following types of activity--free, imitative, creative, literature, or music.<br>b. Become "expert" in the activity for this age group by conferring with a resource person (e.g.--free activity--physical education teacher; imitative activity--drama teacher; creative activity--art teacher; literature--librarian or English teacher; music--music teacher) and completing research in all available sources. |
| Opportunities for free activity enables a child to develop and explore his own interests. | c. Teach the class about the activity. Include:<br>(1) How does this activity contribute to development? |
| Provision for free activity requires variety in and several choices among material, equipment and environment. | (2) What are the basic principles or fundamentals of this activity? |

| Content | Learning Experience |
|---|---|
| | (3) What equipment and materials are needed for this activity? |
| | (4) What preplanning and preparation is needed? |
| Children, through imitation, for example, as they practice society's masculine and feminine roles. | (5) What are some ways to introduce this activity? |
| Encouragement of imagination enhances the ability to see beyond the obvious in a situation and the development of empathy with others. | (6) What are some guidelines for evaluating the success of this activity? |
| | d. Demonstrate and provide opportunity for the class to "try out" some of the methods or techniques unique to this activity. |
| | (C-3.00 Application; 5.00 Synthesis) |
| Having materials to organize and manipulate contributes to the expression of creativity. | |
| Freedom to explore, express, and test faster creativity in activity. | |
| Children learn creativity by working on their own rather than copying models. | |
| Emphasis on neatness, tideness, and correctness, hinders the expression of creativity. | |
| Knowledge of children's literature and methods of presentation facilitates meaningful experiences involving stories and poetry. | |
| Understanding of the basic musical concepts enhances the experiences with music available to children. | |
| Excursions contribute to a child's awareness of the world. | |
| A habit is a regular, routine way of satisfying urges, desires or wants. | 9. Differentiate between habit and routine (C-1.11 Knowledge of Terminology). |
| Habits result from repeated actions. | 10. Read in references concerning habits and routines. List reasons for and values of routines (C-2.00 Comprehension; A-3.1 Acceptance of Value). |

| Content | Learning Experience |
|---|---|
| Habits become routine and are performed more or less mechanically and give order to activity. | 11. Observe a routine at home or in a group child-care facility (C-3.00 Application). |
| Habits help a child do what is expected of him and contribute to his security. | 12. Summarize how procedures, equipment, and the person in charge of the routine influences behavior (C-4.20 Analysis of Relationship). |
| Encouraging self-help during toileting contributes toward development. | |
| The kind and amount of food needed is related to the age, size, activity, and health of the child. | |
| Simple and attractive preparation and serving of foods facilitate development of desirable eating behavior. | |
| Assisting with the preparing, serving, and clearing away of foods, increases a child's interest in eating. | |
| The kind and amount of rest is related to the age and health of the child and influences his development. | |
| Routines of personal cleanliness contribute to physical well-being. | |
| Adults are responsible for the health and safety of children. | 13. Present visual aids giving statistics of accidents among children (C-1.12 Knowledge of Specific Facts). |
| A child's safety depends on his environment and the kinds of practices exemplified by those caring for him. | 14. List possible hazards in a child's environment at home or in a child-care facility and discuss ways to eliminate them (C-3.00 Application). |
| Recognizing hazards contributes to safety. | 15. Develop a check list to evaluate the safety of a child-care facility (C-5.00 Synthesis). |
| Knowledge of safety procedures and skill in handling accidents promotes a safe environment. | 16. Brainstorm about emergencies which may occur when one is caring for children (C-1.12 Knowledge of Specific Facts). |

| Content | Learning Experience |
|---|---|
| Attention to health routines facilitates physical well-being. | 17. Interview an employee of a child-care facility to determine policies and procedures for safety and emergencies (C-5.00 Synthesis). |
| Recognizing and reporting early signs of illness promotes physical health of all children. | 18. Invite nurse or doctor to discuss with class: |
| As children grow toward maturity they acquire a concern for their own health and safety. | a. Childhood diseases--symptoms and treatment; immunization.<br>b. Responsibilities of child-care facility for health. |
| Knowledge of the interests and abilities of a child enables one to provide experiences which are advantageous to learning. | (C-1.20 Knowledge of Ways and Means of Dealing within Specifics) |
| The type and stage of activity in which a child engages is related to his level of development. | 19. Write a paragraph on the "responsibilities of a child-care worker for the health and safety of children" (C-5.10 Production of a Unique Communication). |
|  | 20. Develop generalizations expressing the relationship of activity, development of child and the role of a child-care worker (C-5.30 Derivation of a Set of Abstract Relations). |

## Teaching Aids

### Books

Baker, Understanding and Guiding Young Children, Ch. 6, "Children Learn Through Activity," pp. 161-204.

Brisbone, The Developing Child, Ch. 17, "Health and Safety," pp. 435-446, 454-459.

Duvall, Family Living, Ch. 15, "Getting Along with Children," pp. 287-290.

Ellett, The World of Children, Ch. 8, "The Contributions of Stories, Music, Art," pp. 79-85; Ch. 10, "Is There a Sitter in the House," pp. 98-100.

Fleck, Exploring Home and Family Living, Ch. 25, "Having Fun with Children," pp. 256-266.

Hatcher, Adventuring in Home Living, Book 1, Ch. 8, "Mother by the Hour," pp. 456-482.

Hatcher, Adventuring in Home Living, Book 2, Ch. 6, "Enjoying Young Children," pp. 443-461, 474-489.

*Hurlock, Child Development, Ch. 10, "Play," pp. 442-482.

Hurlock, Child Growth and Development, Ch. 11, "The Child in the Family," pp. 199-202; Ch. 15, "Play and Playthings," pp. 255-273.

Raines, Managing Livingtime, Part III, Ch. 3, "Time for Children," pp. 281-283, 286-290.

*Read, The Nursery School, Ch. 3, "Equipment and Curriculum," pp. 62-80; Ch. 6, "Helping Children in Routine Situations," pp. 137-163; Ch. 11, "In Dramatic Play--Avenue for Insight," pp. 279-295; Ch. 12, "Through Creative Experiences--The Inner World," pp. 297-318.

Shuey, Learning About Children, Ch. 13, "Consideration for Daily Care," pp. 188-204; Ch. 14, "Learning Through Play," pp. 205-222; Ch. 15, "Books and Music," pp. 224-232.

Smart, Living in Families, Ch. 3, "You Learn from Children," pp. 72-78.

Wallace, Building Your Home Life, Ch. 15, "Caring for Children," pp. 407-418; Ch. 17, "Children Learn Through Play," pp. 435-451.

**Pamphlets**

Franklin, Home Play and Play Equipment for Young Children

Gardner, Handbook for Recreation

Graves, Right from the Start--Early Immunization

Hymes, Three to Six

Mead, A Creative Life for Your Children

Oettinger, Your Child from 1-6, pp. 66-76, 80-92.

Rasmussen, Play--Children's Business

State of Illinois Department of Children and Family Services, Program Guides for Day-Care Centers, "Series A--Program."

State of Illinois, Department of Children and Family Services, Standards for Licensed Day-Care Centers and Group Day-Care Facilities, Section 4, pp. 14-30.

**Films**

Child Care and Development (University of Illinois)

Child at Play (University of Illinois)

**Evaluation**

21. Each student
    a. Plans and presents an activity to a child or group of children.
    b. Develops a check list (or other evaluation device) to be completed by student and an adult to evaluate the activity.
22. Committees formulate a course of action to be followed in a child-care facility, in case of emergencies.
23. Teacher appraise student statements on "Routines contribute to self-reliance and independence because ____________________."

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*Teacher reference.

## Objectives

Sees the necessity and appreciates the contribution of observation to understanding and contributing to growth and development (A-1.12 Willingness to Receive and A-3.3 Commitment).

Understands factors inherent in the observation process (C-2.2 Interpretation).

| Content | Learning Experience |
|---|---|
| The role of an observer involves concentration, sensitivity to cues of behavior, accuracy, conciseness, objectivity, distinguishing between facts and interpretations, and professional sharing of insights with other staff members. | 1. Present minute dramas of situations where child-care worker performs or fails to perform appropriate role of an observer (C-3.00 Application). |
| Observation of a child's activities contributes to understanding of his development. | 2. Develop "Guides for the Observer" (C-5.20 Production of a Plan or Proposed Set of Operations). |
|  | 3. In small groups develop observation sheets for physical, mental, emotional, and social development (C-5.20). |
|  | 4. Observe a child, using one of the observation sheets and report findings (4.00 Analysis). |

## Teaching Aids

### Books

Baker, Understanding and Guiding Young Children, Ch. 1, "What Are Children Like?" pp 9-13.

Hatcher, Adventuring in Home Living, Book 2, Ch. 6, "Enjoying Young Children," pp. 461-464.

*Read, The Nursery School, Ch. 4, "Goals and Initial Support Through Guides to Speech and Action," p. 105.

Wallace, Building Your Life, Ch. 14, "Getting to Know Children," pp. 390-398.

## Evaluation

5. Check observation sheets for objectivity, conciseness, fact and interpretation.

## Objectives

Comprehends the variety of responsibilities inherent in the operation of a child-care facility (C-2.00 Comprehension).

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*Teacher reference.

Is willing to work harmoniously with others in the attainment of common goals (A-2.2 Willingness to Respond).

Develops skills needed to perform the various responsibilities (C-5.20 Production of a Plan).

| Content | Learning Experience |
|---|---|
| Becoming acquainted with the child-care center, its policies, staff, children, and parents contributes to team work. | 1. Prepare a "check-off list" of information needed by a child-care facility worker in a new place of employment (C-5.00 Synthesis). |
| Understanding of employee-employee roles clarifies responsibilities and duties of personnel. | 2. Role-play situation between the new employee and the employer and/or other staff members: |
| Development is facilitated by common goals and team work of those working with the children. | a. How to address staff members.<br>b. What new person's responsibilities are. |
| Cooperative planning enhances team work and contributes to awareness of problems, objectives, and a sense of responsibility for the success of the project. | c. Volunteering to help with something to which not assigned.<br>d. Giving suggestions. |
| An understanding of other people's viewpoints is conducive to harmony in human relations. | (C-3.00 Application). |
| Communication with others affects working together. | |
| Group discussion facilitates communication. | |
| Written records provides a means of communication and for a basis for evaluating a child's progress. | |
| A child's development is facilitated through a variety of materials and equipment for:<br>large muscle activity<br>small muscle activity<br>sensory experience<br>encouragement of imagination<br>dramatic activity<br>creative activity<br>stimulation of interests | 3. Visit a child-care facility when it is not in operation to inspect and group according to contribution to development the types of equipment and materials (C-4.20 Analysis of Relationship). |

| Content | Learning Experience |
|---|---|
| The nature of materials and equipment affects their contribution to a child's physical, mental, social, and emotional development. | 4. Prepare a display of commercial toys which contribute much and little to development. Identify how each contributes to development (C-3.00 Application and C-4.20 Analysis of Relationships). |
| Prompt attention to and accuracy in performing clerical activities facilitates the operation of a child-care facility. | 5. Interview child-care facility workers and make a collection of forms and records kept in the various centers (C-1.24 Knowledge of Methodology). |
| Records of health, attendance, field trips, amount of food purchased for a snack or meal affect the operation of a child-care facility. | 6. Study forms for:<br>a. How to complete.<br>b. Value, importance, or contribution to operation of the facility.<br>(C-3.00 Application and A-3.1 Acceptance of a Value). |
| Housekeeping, use, care, arrangement, storage, and maintenance of equipment and materials influence the operation of a child-care facility. | 7. Observe a child-care facility in operation and compile a list of duties performed by workers: housekeeping; arranging, storing, and caring for equipment and materials (C-1.20 Knowledge of ways and Means of Dealing with Specifics). |
| The type of storage facilities for equipment and materials affects their condition and accessibility. | 8. Examine references for standards for facilities of child-care centers (C-1.24 Knowledge of Criteria). |
| Prompt and adequate cleanup at the conclusion of an activity contributes to growth and development of children and to the operation of a child-care facility. | 9. Discuss in buzz groups ways to gain the cooperation of children in helping with cleanup (C-3.00 Application). |

## Teaching Aids

### Books

Ellett, The World of Children, Ch. 7, "Playtime Activities for Children," pp. 74-78.

Fleck, Exploring Home and Family Living, Ch. 25, "Having Fun with Children," pp. 25-26.

Hatcher, Adventuring in Home Living, Book 1, Ch. 8, "Mother by the Hour," pp. 459-461.

*Read, The Nursery School, Ch. 2, "Describing the Nursery School," pp. 31-40; Ch. 3, "Equipment and Curriculum," pp. 54-62; Ch. 14, "For Working with Parents," pp. 339-358.

Wallace, Building Your Home Life, Ch. 17, "Children Learn Through Play," pp. 437-441.

### Pamphlets

Burgess, How to Choose a Nursery School.

State of Illinois, Department of Children and Family Services, Program Guides and Day-Care Centers, Series B, "Plant and Equipment."

State of Illinois, Department of Children and Family Services, Standards for Licensed Day-Care Centers and Group Day-Care Facilities, Section II, "Organization and Administration," pp. 4-8, Section V, "Plant and Equipment," pp. 31-34, Section VI, "Records and Reports," pp. 36-37.

### Evaluation

10. Teacher observes each student's contribution to training station staff and relationship expressed to parents of children.

### Objectives

Recognizes the opportunities for and is committed to extended employment in child development (A-1.1 Awareness and A-3.3 Commitment).

Comprehends the responsibilities for further education and/or training inherent in extended employment or a career in child development (C-2.0 Comprehension).

| Content | Learning Experience |
|---|---|
| The trend toward women's working outside the home contributes to employment opportunities in child development. | 1. Review (from orientation unit) opportunities for employment in child care (C-1.10 Knowledge of Specifics). |
| The amount of education, training, and experience is related to a child-care worker's level of responsibility. | 2. Interview child-care employees of various levels of responsibilities to determine kind and amount of training, education, and experience possessed (4.20 Analysis of Relationship). |

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*Teacher reference.

| Content | Learning Experience |
|---|---|
| A staff member's understandings of and skills in child development enhance the development of children in child-care centers. | 3. Study references for requirements for various job levels (C-1.10 Knowledge of Specifics).<br>4. List job (career) opportunities and requirements for qualifying for each (C-4.20 Analysis of Relationship). |

## Teaching Aids

Same as those listed following first objectives in this course.

## Evaluation

5. Teacher appraises student's interest in children and ability to work with them.

6. Each student reacts to "How I Feel about Working with Children as Long-Range Employment."

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Raines, M., Managing Livingtime. Peoria, Illinois: Bennett, 1964.

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*Teacher reference.

*Reed, K. B., The Nursery School. Philadelphia: Saunders, 1966.

Rhodes, K. and Samples, M. A., Your Life in the Family. Philadelphia: Lippincott, 1964.

Shuey, R. M. Woods, E. L., and Young, E. M., Learning About Children (Rev. Ed.). Philadelphia: Lippincott, 1964.

Smart, M. S. and Smart, R. C., Living in Families. Boston: Houghton Mifflin, 1965.

Wallace, I. and McCullar, B., Building Your Home Life. Philadelphia: Lippincott, 1966.

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Baruch, D., How to Discipline Your Children (No. 154). New York: Public Affairs Pamphlets, 1949.

Burgess, H. S., How to Choose a Nursery School (No. 310). New York: Public Affairs Pamphlets, 1961.

Franklin A., Home Play and Play Equipment (No. 238). Washington D. C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1959.

Gardner, E., Handbook for Recreation (No. 231). Washington D. C.: U.S. Department of Health, Education, and Welfare, Children's Bureau, 1959.

Graves, J., Right from the Start (No. 350). New York: Public Affairs Pamphlets, 1963.

Hymes, J. L., Enjoy Your Child--Ages 1, 2, and 3 (No. 141). New York: Public Affairs Pamphlets, 1950.

Hymes, J. L., Three to Six (No. 163). New York: Public Affairs Pamphlets, 1950.

Larrick, N., A Parent's Guide to Children's Reading. New York: Packet Books, 1958.

Mead, M., A Creative Life for Your Child (Headliner Series No. 1). U.S. Department of Health, Education, and Welfare, Children's Bureau, 1962.

Melt, H., What Can You Do About Quarreling? (No. 359). New York: Public Affairs Pamphlets, 1965.

Oettinger, K. B. (Chief), Your Child from 1 to 6 (No. 3). U.S. Department of Health, Education, and Welfare, Children's Bureau, 1962.

Rasmussen, M. (editor), Play--Children's Business (No. 7-A). Washington D. C.: Association for Childhood Education International, 1962.

State of Illinois, Department of Children and Family Services, Program Guides for Day-Care Centers, Springfield, Illinois, 1966.

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*Teacher reference.

State of Illinois, Department of Children and Family Services, Standards for Licensed Day-Care Centers and Group Day-Care Facilities, Springfield, Illinois, 1967.

Wolf, W. W., Your Child's Emotional Health (No. 264). New York: Public Affairs Pamphlets, 1958.

Young, M. B., How to Bring Up Your Child Without Prejudice (No. 373). New York: Public Affairs Pamphlets, 1965.

## Films

Following is a nonselective listing of films related to child development. Since previewing has been incomplete, recommendations cannot be made as to quality. Therefore, teachers are urged to check on recency of production and nature of content before ordering.

### University of Illinois

Child at Play
Child Care and Development
Children of Change
Children's Emotions
Frustrating Fours and Fascinating Fives
He Acts His Age
Principles of Development
Social Development
Teaching the 3's, 4's, and 5's. Part 2: Setting the Stage for Learning
Terrible Twos and Trusting Threes
When Should Grownups Help?
The World of Three

## Additional References

(Received too late to include in listed references.)

Suggested Guide for Training Program for Child Care Aides, Wage Earning Program, Home Economics Education, University of Kentucky, 1965.

Child Development Training Program for Vocational Home Economics Teachers (Helen Sulek, Principal Investigator) Project No. 6-2186, Grant No. OEG-3-6-062186-0730, The Vocational Ed. Act of 1963. University of Nebraska, 1967.

Home Economics Education, Homemaking Aspect, Grades 7-12, Illinois Curriculum Program/Subject Field Series/Bulletin D-7. State of Illinois, 1966.

Outline for Occupational Home Economics Course in Child Development Occupations, Home Economics Education, State Department of Education, Montgomery, Alabama. (No date given, but it includes books with copyright dates of 1966.)

Preparing for Employment in Child Care Services in Pennsylvania Schools, Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, 1966.

## Unit I. Orientation To Food Service Work

I. Nature of the occupational program

   A. Contributions of an occupational program to the:

      1. Youth of the community
      2. Community in general
      3. School program
      4. Local businesses

   B. Promotion of an occupational program

   C. Laws and regulations related to an occupational education program

   D. Expectations of student employees and employers

II. The food industry

   A. Contributions to the economy and well being of people.

   B. History, growth, and trends in food service

   C. Scope of food industry

   D. Types of food service establishments and food-related businesses

III. Employment opportunities

   A. Types of occupations (and levels of training)

   B. Levels of positions

   C. Food service occupations in local community

   D. Criteria for evaluating jobs in foods service industry

   E. Facets of job satisfaction

IV. Continued development of employability

   A. Personal qualities important to food service workers

      1. Physical stamina
      2. Personal appearance
      3. Job skills
      4. Character traits
      5. Attitudes toward work, self, and others
      6. Communication skills
      7. Work habits and skills

   B. Relationships at work and away from the job

   C. Harmonious relationships with co-workers

   D. Customer relations

Unit II. Organization and Management of Food Services

I. Operations and functions of divisions

- A. Administration
- B. Purchasing
- C. Receiving
- D. Storage
- E. Preparation
- F. Menu planning
- G. Service
- H. Maintenance
- I. Merchandising and sales
- J. Record keeping, cost control

II. Management processes in food establishments

- A. Job analysis
- B. Time and energy management
- C. Principles of work simplification
- D. Control of food loss and waste
- E. Selection and arrangement of equipment
- F. Maintenance of order

Unit III. Safety and Sanitation

I. Accidents

- A. Common accidents and their causes
- B. Costs of accidents
- C. First aid
- D. Safety in work areas
- E. Safety precautions
- F. Fire prevention
- H. Responsibilities of employer and employee

II. Food contaminants and methods of control

  A. Food spoilage due to enzymes, bacteria, yeast, and molds

  B. Infections, diseases, and poisoning due to food contaminants

  C. Principles relating to health protection

  D. Rodent and insect control

  E. Sanitary practices in grooming and hygiene

  F. Sanitary food handling

  G. Sanitary clean-up procedures

  H. Legal safeguards in protection of public health

Unit IV. Serving of Food

I. Procedures and methods in serving food

II. Dining room operations

III. Knowledge and skills needed by waitresses

Unit V. Menu Planning

I. Importance of knowledge of terminology and trade language

II. Purpose of menu planning

III. Considerations in menu planning

Unit VI. Quantity Food Preparation

I. Standardized recipes in relation to quality products

  A. Weights and measures, abbreviations.

  B. Interpreting and following recipes

  C. Can size, dipper and ladle ingredients

  D. Relative proportions of ingredients

  E. Equivalent substitutions

II. Selection of foods and ingredients

  A. New products

  B. Convenience forms of food

- C. Use of spices, herbs, and seasonings
- D. Comparison of products

III. Temperature in relation to quality products

- A. Determining temperature
- B. Controlling temperature

IV. Methods of combining ingredients as related to quality products

- A. Common techniques
- B. Equipment suitable for each method

V. Use and care of equipment

- A. Safety devices.
- B. Deep fat fryer
- C. Grill
- D. Steamer
- E. Stack ovens
- F. Trunnion
- G. Commercial mixer
- H. Coffee makers
- I. Dishwasher
- J. Ranges
- K. Griddles, skillets, pots, and pans
- L. Small utensils
- M. Cutlery
- N. Salad maker, peelers, food chopper
- O. Toaster
- P. Special counter equipment
- Q. Steam tables
- R. Sink
- S. Can Opener
- T. Measuring equipment

VI. Principles and methods of quantity food preparation:

A. Beverages

B. Sauces and gravies

C. Soups and appetizers

D. Salads and salad dressings

E. Vegetables and fruits

F. Eggs

G. Meat, fish, seafood, and poultry

H. Desserts

I. Sandwiches

# Food Services Curriculum Guide

## Unit I. Orientation To Food Service Work

### I. Nature of Gainful Employment Program

OBJECTIVES

Comprehends the nature of the occupational program, specifically the food services occupational program. (C-1.32 Knowledge of Theories and Structure.)
Aware of the value of participating in the occupational program. (A-1.3 Controlled or Selected Attention)

CONTENT

An understanding of the nature of the employment program helps to orient one toward preparation for wage earning.

The program depends upon the interrelationship between the students, home, school, community and food service establishments.

The program brings together the employer and the school in an effort to develop students as skilled wage-earners in food service.

a. The program provides for classroom instruction correlated with experiences on the job.
b. The program enables a student to make an intelligent choice in regard to his life's work.
c. The program aids in establishing effective work habits and attitudes.
d. The program provides an opportunity to secure full-time employment after completing high school.

LEARNING EXPERIENCES

Listen to a coordinator explain the vocational programs in the high school, including information about the jobs for which one might prepare in the program. (C-1.12 Knowledge of Specific Facts)

Listen to a panel discussion by students enrolled in different aspects of the school vocational program. Some topics for discussion might be:

--various work schedules and their advantages in relation to other activities which must be fitted into the daily schedule, as academic, sports, dating, family, and leisure.

--various tasks performed on the job and the type of behavior required as mental, physical or emotional.

--new learnings about the operation of business

--new learnings which have been most beneficial to students (A-1.3 Controlled or Selected Attention)

Write a short essay on "What the vocational program has to offer me" (C-1.32 Knowledge of Theories and Structure) (A-1.3 Controlled or Selected Attention)

EVALUATION:

Give a pretest to determine understanding of the vocational program. Observe student's reaction to discussion on different aspects of the vocational program.

OBJECTIVES

Comprehends how the occupational program may contribute to the youth of the community, the community, the school program and to the businesses. (C-1.32 Knowledge of Theories and Structure)
Aware of the value of the occupational program to the youth of the community, the community, the school program and businesses. (3.0 Valuing)

CONTENT

The occupational program may contribute to the development of the youth of the community by:

--providing an opportunity for development of personal characteristics for employability.

--providing students with an opportunity to develop salable skills.

--providing a chance to gain knowledge needed in food service occupations through classroom instruction correlated with experience on the job.

--enabling students to obtain employment in the food-service field with an organized play of training with supervision.

--enabling students to earn credit toward graduation.

--better preparing students to secure full-time employment after completing high school.

LEARNING EXPERIENCES

Survey different age members of your community to ascertain ways they think a food service occupational program will aid the youth of the community as well as contribute to the total community. Report findings to the class. (C-1.20 Knowledge of ways and means of dealing with specifics)

EVALUATION:

Ask students to hand in results of survey. Note comprehensiveness of survey.

CONTENT

The occupational program may contribute to the community by:

- --encouraging youth to remain in school and profit from more education.
- --encouraging youth to remain in community and to develop a feeling of community responsibility.
- --encouraging the community to provide sources of employment that are challenging and satisfying to their youth.
- --providing a source for maintaining a closer relationship among school, business, and parents of the community.

LEARNING EXPERIENCES

Prepare questions for a panel discussion by involved leaders from a community that has had a successful occupational program. (C1-1.2 Knowledge of Ways and Means of Dealing with Specifics)

Invite an advisory committee member to speak on "Contributions and Occupational Program has to Offer to a Community" (a-1.3 Controlled or Selected Attention)

EVALUATION:

Note depth and quality of student's questions prepared for panel discussion.

The occupational program may contribute to the school program by:

- --enabling the school to meet better the training needs of the community.
- --providing a channel for closer cooperation with community.
- --providing an opportunity for a closer correlation between the job and the world of work.
- --broadening the curriculum.
- --providing an area of interest for students and therefore encouraging the student to remain in school rather than dropping out.

Interview teachers and administrators in the school to ascertain how they perceive the occupational program might contribute to the school. Report findings to clear. (C-1.12 Knowledge of Specific Facts)

EVALUATION:

Note willingness to participate in conducting interview as well as quality of the report.

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The occupational program may contribute to the development of business by:<br>--providing an opportunity to become acquainted with prospective employees of the community.<br>--providing the employer with a chance to become involved with the school program.<br>--providing a source of trained and capable employees. | Listen to a panel of local businessmen discuss "The present and future value of a local occupational program to local businesses." (A-1.3 Controlled or Selected attention) (C-1.32 Knowledge of Theories and Structure) |

OBJECTIVES

Is able to develop ways of promoting the food service occupational program (C-5.20 Production of a plan or proposed set of operations).
Is willing to promote the food service occupational program (A-2.2 Willingness to respond).

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Promotion of a food service occupational program is necessary in order to obtain maximum benefits from it. | Prepare a news release which explains the nature of the food service occupational program and the values of the program to youth, school, community and business. (C-2.20 Interpretation) (A-2.2 Willingness to Respond)<br>Arrange to speak at service and/or civic clubs to explain the food-service occupational program. (C-5.20 Proposed Set of Operations) (A-2.2 Willingness to Respond)<br>Arrange for graduates of the program who have success stories to prepare a news release or to present their story at service and/or civic clubs. (C-5.20 Proposed Set of Operations)<br>Prepare a film or slides of students receiving on-the-job training. Show film at school assemblies or service or civic groups. (C-5.00 Synthesis) |

EVALUATION:

Students prepare a rating scale to use in evaluating news releases. Use rating scale to select the 5 most effective news releases. Select one with highest rating to be submitted to local newspaper. Note student's willingness to speak at civic and/or service clubs.

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## OBJECTIVES

Knows agreements aid in meeting expectations of employee as well as employer. (C-1.12 Knowledge of Specific Facts)
Acquaints self with work agreements and student agreements. (A-2.2 Willingness to respond.)

### CONTENT

Student employees expectations from employers are outlined in a training plan or work agreement as:

--daily time schedule or work schedule arrangements or plans for holidays.
--statement of beginning wage and standards for raises or promotions.

--provisions for uniforms and their maintenance.

--how and when student employee will be evaluated.

Students responsibilities are outlined in student agreements as:

--regular and prompt attendance in school and on the job.

--notifying coordinator and employer in the case of absence.

--making notes of experiences on job.

--willingness to gain new experiences on the job.

### LEARNING EXPERIENCES

Study a copy of your program's work agreement and student agreement. (C-1.12 Knowledge of Specific Facts) If agreements do not exist--develop them as class projects. (C-5.00 Synthesis)

Take several copies to local businessmen to obtain their reactions. Evaluate suggestions of businessmen and make appropriate changes. (C-6.00 Evaluation)

## OBJECTIVES

Knows sources of information about laws, regulations and requirements related to employment (C-1.12 Knowledge of Specific Facts)
Appreciates the purpose of laws, regulations and requirements related to employment (A-1.2 Willingness to Receive)

### CONTENT

Knowledge of laws, regulations, and requirements in relation to possible job opportunities aids one in preparing for future employment.

### LEARNING EXPERIENCES

Discuss section of laws pertinent to your age group. (C-1.2 Knowledge of Specific Facts)

Labor laws and regulations deal with wage and salary standards, social security; workmen's compensation; unemployment insurance; working hours; legal rights of employees.

Federal legislation requires health examinations of employees to insure protection of the general public as well as the individual. Health permits are issued if the health examination is satisfactory. Health examination and permits may be obtained at the local health department.

The labor unions have rules and regulations which operate in some food service occupations.

There are a number of sources of information about legal provisions, as:

--employers
--employment agencies
--labor unions
--school counselors

TEACHING AIDS

U. S. Department of Labor. "Employment Certificates - Help you Help Youth" (1964 ed. Bull. 183. Washington, D. C. USGPO.

United States Department of Labor, WHPC Division "Child Labor" Washington, D. C. USGPO. 1966

Illinois Teacher, Vol XII, No. 2, Fall 68-69. "Compendium of Legal Aspects of Wage Earning Programs" by Mildred Griggs and Bernadine Yoder. pp. 54-77.

Film: "Constitution and Employment Standards" University of Illinois, Visual Aids, Division of University Extension, Champaign, Illinois.

Listen to speaker from local employment office discuss "Importance of Labor Laws" (A-1.2 Willingness to Receive).

View film: "Constitution and Employment Standards"; summarize ideas. (C-1.12 Knowledge of Specific Facts) (A-1.2 Willingness to Receive)

Speaker from health department discuss "Importance of Health Examination" (A-1.2 Willingness to Receive)

Make a folder relating to your health history to have ready for prospective employer. (C-1.12 Knowledge of ways and means of dealing with specifics)

Listen to speaker from local union discuss rules and regulations and their purpose in food service occupations (C-1.2 Knowledge of specific facts) (A-1.2 Willingness to Receive).

Brainstorm to identify other sources of information about legal provisions. (C-1.2 Knowledge of Specific facts)

EVALUATION

Evaluate student's health history folder. Respond to an objective test which requires matching of specific laws, rules and regulations with brief explanations. Teacher note students efficiency in completing test.

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## II. The Food Industry

OBJECTIVES

Comprehends role of food industry in the economy (C-2.0 Comprehension).
Is Aware of the effect of the food industry on the well being of people and the economy of the country. (A-1.1 Awareness)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The food industry has a direct effect upon the well-being of people and the economy of the country and the world:<br>serves needs of public<br>influences health of nation<br>provides jobs for many workers | In buzz groups discuss the importance of food service for the welfare of the community:<br>--school lunch programs<br>--food service in hospitals and other institutions<br>--social functions<br>--individuals who eat out<br>Report findings to class.<br>Locate information concerning the contributions of food services to the local economy and to local people.<br>Discuss the responsibility of the U.S. in meeting world health problems through contributing to the world food supply. Read and summarize current articles on world food problems. |

EVALUATION

Teacher appraise accuracy of student's interpretation of contributions of food service to local economy and role of food service in meeting world health problems.

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OBJECTIVES

Appreciates the growth and development of the food industry. (A-1.2 Willingness to receive.)
Comprehends the range of the undertakings of the food industry. (C-2.0 Comprehension)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Familiarity with the history, growth and trends in food services enhance one's appreciation of the diverse opportunities available. | Read and discuss chapter 1 and 2 of People, Food and Science.<br>Compare the food industry of the U.S. with that of other countries.<br>Reports on growth and importance of the food industry. |

References:

"Advances in our food industry"
Protecting Our Food, U.S.D.A.
Yearbook of Ag. 1966.

Cote, Patricia. People, Food and
Science, Ginn and Company, 1968.
Chapter 1 and 2, pp. 1-25.

EVALUATION

Note depth and quality of reports on growth and importance of the food industry.

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OBJECTIVES

Comprehends the relation of conditions of society to the need for food service education programs. (C-2.3 Extrapolation)
Is aware that conditions of our society influence trends in the food service industry. (A-1.1 Awareness)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| There are conditions of society and related needs which have promoted the need for a food service education program and which reflect the present growth and trends of the food service industry. | |
| a. An increase in service occupations provides an almost unlimited number of job opportunities in an increasing number of establishments: hospitals, coffee shops, soda fountains, counter service restaurants, and table service restaurants. | Check the want ad section of the newspaper to get a tally of service occupations available. Compare with number of unskilled labor positions available. |
| b. An increase in automation in the food service industry has resulted in jobs which have become more specialized, thus requiring workers with more specialized training and continued education. | Tour a food processing plant. Ask the guide to indicate the number of workers required to do the work of some of the machines. |
| c. An increase in the number of women gainfully employed has reduced time available to prepare meals, thus encouraging the family to:<br>--eat out more often<br>--use more pre-prepared foods | Collect newspaper clippings which have implications for the future in food service industry. |

| | |
|---|---|
| d. Changes in public eating habits have resulted in new and different types of food service operations, i.e., drive-ins, carryouts, vending and catering. | Use yellow page section of telephone directory to count number of drive-ins, vending, etc., in operation. |
| e. An increase in family income has provided more money for eating out and purchasing pre-prepared foods. | Make a survey form for "Family Eating Habits." Use form to survey the class. Summarize eating habits of todays families. |
| f. An increase in the amount of income left after necessities will provide extra money for travel. Thus, there will be a need for expanding hotels and food service accommodations. The expanded accommodations will require additional food service personnel. | Listen to a speaker from a travel and/or tourist bureau discuss "Travel Expectations of the Next Decade." |
| g. An increase in population has influenced the present and future demand for food services and need for food service personnel. | Invite sociology or social studies teacher to speak on "Expected Population Explosion." |
| h. An increase in a segment of the population which comprises the 75 years and older group has affected the food industry.<br>One of their greatest diversions is going out for a meal. (Expanded service.)<br>This necessitates offering foods which are suitable for their special needs.<br>Some of these people may be interested in a part-time job to supplement their retirement benefits and/or for pleasure. | |

EVALUATION:

Note the ability of the student to identify conditions of our society which have implications for the future of the food service industry.

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OBJECTIVES

Comprehends that there are many interrelated and interdependent aspects of the food industry. (C-2.20 Interpretation)
Is aware of the various aspects of the food industry. (A-1.1 Awareness)

### CONTENT

There are many interrelated and interdependent aspects of the food industry. These include research, production, processing, distribution, and service.

Some job opportunities in the various aspects of the food industry might be:

Research -
    Laboratory Tester
    Quality Control Tester
    Chemical Analyst
    Research Technician

Production -
    Dairy farmer
    Beef farmer
    Truck farmer

Processing -
    Baker
    Candy maker
    Cake decorator
    Grocery operator
    Wholesale food plant operator

Service -
    Waiter - waitress
    Counterman
    Floor girl
    Cook

### LEARNING EXPERIENCES

Read and report on growth and importance of various aspects of the food industry.

Identify some jobs for each of aspects of the food industry.

Visit a food processing plant, distribution center, or warehouse.

Invite an agriculturist to discuss the advances in food production.

### EVALUATION

Students respond to objective test on matching job titles with proper aspect of the food industry.

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### OBJECTIVE

Knows major categories of food service industry. (C-1.23 Knowledge of classifications and categories)

### CONTENT

Operations in food service industry are divided into two categories:

"front of the house," and "back of the house."

a. "Back of the house" operation refers to receiving, preparation and production of food.

### LEARNING EXPERIENCES

Observe "front of the house" and "back of the house" operations at your training station. Report findings to class.

b. "Front of the house" deals with service and selling of food.

The image of a food service establishment is related to its central purpose. The purposes vary. A food establishment may:

a. wish to be known for speciality foods as French cuisine, Italian pasta.
b. wish to be known for rock-bottom prices.
c. wish to be known for providing a variety of dishes.
d. wish to be known for type of clientele served as country club set, wealthy, etc.

References:

Rupinsel, Penelope, Home Economics Related Occupations, p. 80.

Wingate, John, and Nolan, Carroll. Fundamentals of Selling, Ch. 6, "Salesman's Knowledge and Skills."

Compare prices of meals of foods in eating establishments. Determine the factors which affect meal costs.

List local and national food service establishments that are known for speciality foods.

Discuss relationship between type of establishment and the clientele served.

EVALUATION

Test items on categories of food service establishments.

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OBJECTIVES

Knows various types of food service establishments and food-related business. (C-1.23 Knowledge of classification and categories)
Is aware of the value of knowing types of food businesses in preparing for employment in this area. (A-1.1 Awareness)

CONTENT

There are many different types of food service establishments. Food service establishments are frequently classified according to their function as:

a. catering service
b. drive-in or carry-out service
c. vending service
d. institutional food service
e. large, small restaurants

LEARNING EXPERIENCES

Use yellow pages of the telephone directory to develop a list of the various types of food service establishments. Discuss the nature and purpose of each.

Discuss why there is more of one type of establishment than another.

Many other business are food related, as:

a. locker plants
b. grocery stores
c. wholesale stores for food and equipment
d. food brokers
e. food products manufacturing equipment
f. health food stores
g. warehouse

Institutions whose primary task is another service but which have a food related aspect may also be considered part of the food industry, as:

a. large group care centers--hotels, motels, nursing homes, child care centers
b. small group care centers
c. industries
d. elementary and secondary schools
e. college and university residence halls or unions

Considering your local situation, tell about experiences in eating in various types of food service establishments.

Tour different types of food-related establishments and determine common and unique aspects of each.

Make a list of common and unique aspects of the various food-related establishments.

Tour institutional kitchen to become familiar with work station, equipment, sanitation, storage areas.

EVALUATION

Note student's contributions in relating their experiences in eating out. Note student's understanding of common and unique aspects of various food related establishments.

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## III. Employment Opportunities

OBJECTIVES

Comprehends the range of vocational opportunities available to students in food service. (A-1.1 Awareness)
Senses value in careful study of vocational opportunities in the food service industry. (C-2.20 Interpretation) (A-1.3 Controlled or selected attention)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Knowledge of possible job opportunities in the field of food service provides one basis for job preparation. | Prepare a bulletin board on topic, "Variety of Food Services-Opportunities Unlimited." |
| There are numerous job titles in food service: (See appendix (A) for listing of some of the job titles, as well as job descriptions.) | Clarify and define terms used in job titles. Define job description. Develop a list of five food service occupations of interest to each student. |
| References<br>Films<br>"Career Opportunities in the Restaurant Industry," National Restaurant Association, Chicago, Illinois.<br>"Someone's in the Kitchen" and "Men in Food Careers," General Mills, New York. | Read about occupations or interview workers in each of the occupations. Prepare a job description of each of the five jobs. Compare your job description with those in the Dictionary of Occupational Titles. Discuss the possible need for updating job descriptions in the DOT. |
| Books<br>Dictionary of Occupational Titles, U.S. Department of Labor, Washington, D.C., Vol. 1, Third Edition, 1965. | View films |
| Guide to Job Descriptions in the Indiana Restaurant Industry. Indiana Employment Security Division in Co-op with Indiana Restaurant Association. | "Career Opportunities in the Restaurant Industry"<br>"Men in Food Careers"<br>"Someone's in the Kitchen" |
| | Discuss implication of films for job opportunities in the food service industry. |

EVALUATION

Test item asking students to state vocational opportunities available to students in food service.
Student comments indicating understanding of need for study of vocational opportunities in food service industry.

OBJECTIVE

Understands the qualifications and responsibilities of personnel in relation to organization of food services. (C-2.00 Comprehension)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| [illegible] levels of jobs within [illegible] industry. | List possible levels of jobs within food industry. |
| Various levels of positions are available in the food service industry as entry level, intermediate, professional, managerial, and administrative. | |
| The qualifications, duties, responsibilities, and wages of food service personnel vary with the levels of the occupation. | Interview workers in different levels of jobs to learn about qualification, duties, wages. |

EVALUATION:

Quiz students objectively to determine their knowledge of terms.

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OBJECTIVES

Is familiar with food services in the local community. (C-1.12 Knowledge of specific facts)
Is aware of local employment opportunities. (A-1.1 Awareness)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Knowledge of available food services helps one to prepare for working in the local community. | Participate in a community survey to identify kinds of positions available in food service.<br>Collect local newspaper ads to be analyzed by students and displayed on bulletin board under headings: "Wanted: qualified workers" "Opportunities unlimited"<br>Tour local food service establishments for explanations of various jobs.<br>List five positions in the food service establishments in the community for which you would be interested in preparing. |

EVALUATION

Outline of tentative plans for preparing for one of these positions.

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## OBJECTIVES

Knows criteria for examining jobs in the food service industry in terms of potential employment in them. (C-1.24 Knowledge of criteria)
Is able to use criteria for examining jobs in studying specific jobs in the food service industry. (C-3.0 Application)
Believes in using accurate information about self and occupation in making decisions about employment. (A-3.1 Acceptance of a value)

### CONTENT

There are special considerations in the examination of occupations which are related to satisfaction with work, as:

a. employment policies
b. present earning capacity
c. potential for earning
d. opportunities for advancement or assuming additional responsibilities
e. adjustments required in relation to living arrangements, transportation arrangements, budget or personal finances

References

Illinois Teacher, Vol. VIII, No. 3, "Outline for Studying an Occupation"

Films

"Your Earning Power" Coronet Instructional Films.

"Personal Financial Planning" Sutherland Education Films, 1968.

Types of occupations available and the level of training they require influence occupational planning.

### LEARNING EXPERIENCES

Interview a food service manager about employment policies, earning and advancement opportunities.

View film

"Your Earning Power."

Determine work-related expenses: clothing, food, transportation, extra services. Discuss what is involved in managing earnings and the advantages of planning expenditures.

Conduct a survey of employed graduates to determine costs of housing, transportation, food. Summarize information.

Discuss advantages and disadvantages of living with family, living with others, living alone.

Have a business teacher or accountant explain paycheck deductions.

View filmstrips on money management.

Have an authority explain social security.

Visit local bank for interview with banker on what the beginning worker needs to know about banks and personal banking practices.

Examine forms used in banking procedures. Practice completing different types.

Explain income tax deductions. Practice filling out tax forms.

Classify types of occupations in food services of interest to you and determine levels of training required.

| | |
|---|---|
| An individual's choice among food service occupations is limited by his education and training. | Discuss specific jobs for which trainees can qualify at the beginning and end of the high school training program. |
| Continued education and experience should increase knowledge and skills which will insure advancement within the food service industry. | |
| If promotion is not feasible, job satisfaction may be enhanced through:<br>a. Improved status from a new title, more favorable hours, more days off, and other benefits. | Debate on advantages and disadvantages of beginning with a low level position. Use success stories as "Palmer House Chef" as a basis for discussion of the value of learning a trade "from the bottom up." |
| b. Additional responsibilities with increased skill. | Study opportunities for advancement. |
| c. Assistance with enrollment expenses for in-service training programs to make possible development of ability and talents. | Summarize factors to consider in evaluating a particular job in the food industry. |

EVALUATION

Check student's classification of types of occupations and levels of training required. Student evaluations of occupations based on criteria developed.

---

OBJECTIVE

Knows trade and professional organizations associated with food service industry.
(1.12 Knowledge of specific facts)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Knowledge of trade and professional organizations associated with food services contributes to preparation for employment. | Conduct a survey of food service personnel to discover their trade and professional affiliations.<br>Prepare a display on bulletins and periodicals from various trade and professional organizations.<br>Review a trade or professional journal and report to class findings.<br>Discuss advantages of membership in associations. |

EVALUATION

Students identify trade and professional organizations associated with food services.

---

## IV. Continued Development of Employability

OBJECTIVES

Comprehends the kinds of personal qualities which increase a person's potential for employment in food services. (C-3.00 Application)
Desires to develop qualities which enhance employability in food services. (A-3.1 Acceptance of a value)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Self improvement involves assessing one's present qualities, studying and planning what and how to improve them, carrying out the plans and continually evaluating progress. | Brainstorm to develop a list of ways in which people can improve themselves with respect to employability.<br>Discuss how self improvement can help one to obtain work and achieve enjoyment in living. |
| Self improvement is a process by which people increase their employability potential and enrich their quality of living. | |
| Certain personal qualities are particularly important for food service workers to have. | Film, "Personal Qualities for Job Success." |
| Specific food service jobs differ somewhat in the degree of personal qualities they require for effective performance. | |
| Personal appearance is directly related to self confidence and respect from others. Care in grooming is essential for success in food service occupations. | Discuss reasons why personal appearance is important for food service workers.<br>Interview persons employed in local food service establishments to determine specific requirements for grooming and dress in local establishments.<br>Collect grooming "pet peeves" from class members and discuss.<br>Collect and examine several grooming check lists. Develop one which is appropriate for food service workers.<br>Discuss dress requirements and hair styles for work as student trainees. Compare types of uniforms according to price, care, and comfort. |

Film

"Personal Qualities for Job Success," Coronet, Instructional Films.

| | |
|---|---|
| Attention to health and diet contributes to the physical stamina required of food workers. | Question food service employees about the physical strain in their work.<br>Discuss in buzz groups health habits and standards for maintaining physical stamina: diet, sleep, exercise, care of feet, etc. Summarize for class. |
| Food service occupations, differ in the degrees and type of ability required. | Discuss food service occupations which require a high level of: creative ability, organizational ability, human relations "knack" or ability, mechanical ability, numerical ability. |
| Employers seek workers with character traits such as:<br>a. promptness<br>b. loyalty<br>c. integrity<br>d. dependability<br>A worker's attitudes toward work, self and others influence his ability to get and hold a job.<br>Skill in communications contributes to harmonious interpersonal relationships. | Define character traits and attitudes. Brainstorm to develop a list of character traits.<br>Discuss and cite illustrations of character traits. Dramatize case situations which illustrate presence or absence of desirable character traits and attitudes, or role personality conflicts play at work.<br>Have an employer talk on characteristics expected of foods workers.<br>Examine various rating forms used to evaluate employees, or trainees.<br>Have class members write descriptions of real situations where workers were discharged because of certain character traits or attitudes.<br>View films<br>"Using Your Voice"<br>"Improve Your Pronunciation" |
| Efficiency in work habits and skill in performance of tasks enhance a worker's value to the employer.<br>Films<br>"Improve Your Pronunciation," Coronet Films, Inc.<br>"Using Your Voice," Young America Films, Inc. | |

EVALUATION

Each student make a list of ways in which he or she may become a more employable person in the food service industry.

---

OBJECTIVES

Comprehends that harmonious relationships promote job success. (C-2.30 Extrapolation)
Is eager to improve human relations skills. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The quality of one's relationship at home or away from the job is directly related to job success and satisfactions in living. | Role play situations to illustrate that courtesy pays. |
| Developing a harmonious relationship with one's co-workers is an aid in achieving success and happiness in a job. | Write a short paper on "What I gain from My Co-workers and What My Co-workers Gain from Me." |
| | Visit establishments to observe employee interaction. |
| | Identify characteristics of employees who have achieved harmonious human relations. |

EVALUATION

Anecdotal records of student's inter-relationships with others on the job.
Student's comments regarding relationships related to job success.

---

OBJECTIVES

Comprehends the need for and the values of work simplification. (C-2.30 Extrapolation)
Is aware that work simplification techniques contribute to effective use of time and energy and harmonious work relations. (A-1.1 Awareness)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Using principles of work simplification reduces fatigue, conserves time and energy, and thereby benefits both the employee and the employer. | Watch a demonstration of a specific task employing techniques or work simplification. Identify work simplification techniques used in the demonstration. |
| Work simplification techniques in food service operation might involve: planning a sequence of duties; using trays; storing supplies and equipment near area of use; placing equipment at point of first use, etc. | Divide into groups. One group try work simplification techniques and the other use the ordinary techniques. Compare groups on time and efficiency. |

EVALUATION

Each student test self on the job to identify techniques of work simplification which can be established as a part of their work habits.

---

OBJECTIVES

Comprehends that job success is related to customer satisfaction. (C-2.20 Interpretation)
Desires to learn to serve different types of customers successfully. (A-3.1 Acceptance of a value)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The quality of one's relationship with his customer's influences his success and happiness on the job. | Role play:<br>1. What to do when the customer asks, "What's good today?"<br>2. How to handle customer complaints.<br>3. Greeting guests.<br>4. Helping a child order. |
|  | Visit various establishments to observe differences in employee-customer relationships and effects on customer satisfaction. |
| Your success is reflected in satisfied customers. | Discuss how satisfied customers influence a food service worker's success. |
|  | Role play a situation where the customer is always right. |
|  | Film: "Fun of Being Thoughtful." |
| Special attention may be required for some customers, as:<br>a. Elderly<br>b. Handicapped<br>c. Infants, toddlers and children<br>d. Ill | Role play serving customers with special needs. |
| Elderly<br>- be patient<br>- assist with wraps and seating<br>- speak clearly and increase volume if necessary<br>- be prompt in serving food | Invite the director of a nursing home to discuss special needs of the elderly and ways of meeting needs. |
| Handicapped<br>- do not fill glasses too full<br>- remove items from table which may be easily dislodged<br>- assist with serving foods<br>- suggest foods easy to eat (not spaghetti)<br>- assist with reading menu if needed<br>- do not be overly helpful<br>- assist with restroom facilities if needed | Listen to a representative from a rehabilitation center discuss, "Tips on Handling Handicapped Customers." |

| | |
|---|---|
| Customers with infants<br>- seat in booths if possible so baby can be laid down.<br>- seat away from drafts or open windows, doors, air conditioner vents.<br>- seat away from the main customer cluster so baby's crying will not interfere with conversation.<br>- offer to fill bottles with milk, juice or water--or to warm bottle.<br>- offer extra napkins if needed for baby.<br>- notice the infants--even babies like attention and it definitely pleases the parents. | Invite mothers of infants, toddlers, and children to discuss courtesies in food service establishments which make "eating out" an enjoyable family activity. |
| Toddlers<br>- move table implements out of reach as salt, pepper, sugar, catsup, forks, knives, if not used by toddler.<br>- serve small servings.<br>- offer highchair, clean chair if necessary. Assist with mechanics of the highchair.<br>- offer crackers as nibblers while waiting to serve.<br>- use plastic glasses or cups.<br>- do not overfill glasses or cups.<br>- place toddlers near wall so will not be distracted. | Observe toddlers in nursery school and make a list of ways of assisting this age group with eating. |
| Ill<br>- suggest a liquid diet or some soft diet.<br>- assist with locating a physician if he is needed.<br>- assist with locating restroom facilities, if needed. | Listen to a nurse from local health department discuss "Foods for an Ill Patient." |

EVALUATION:

Student states ways in which job success in food industry relates to customer satisfaction. Or, she recognizes these in case situations on test.
Anecdotal records concerning student reactions to customers with special needs.

## Unit II. Organization and Management of Food Services

### I. Operation and Functions of Divisions

OBJECTIVES

Comprehends the operations in the divisions of a food service enterprise. (C-2.00 Comprehension)
Senses the importance of each part of the food service operation to the total enterprise. (A-3.1 Acceptance of a value)

CONTENT

An understanding of the interrelated operations and functions of the various divisions in food services enables a worker to relate his individual contribution to the total enterprise.

Divisions in the organizational structure of food establishments include:

a. administration
b. purchasing
c. receiving
d. storage
e. preparation
f. menu planning
g. service
h. maintenance
i. merchandising & sales
j. record-keeping, cost control

The success of any food service enterprise is dependent upon the combined skills and teamwork of employees.

LEARNING EXPERIENCES

Have students investigate the functions of divisions in the food service enterprise. Summarize findings.

Discuss how these divisions are interdependent and call for teamwork.

Take a field trip to a food service establishment to observe the type of duties required by workers in each of the organizational structures.

Role play situation in which one or more employee does not assume his share of the work load. Discuss the results for him and others.

EVALUATION

Student identifies operations in the divisions of food service enterprise.

---

## II. Management processes in Food Establishments

OBJECTIVES

Is able to analyze a job in terms of the abilities and skills required. (C-4.00 Analysis)
Gains satisfaction from analyzing food service jobs. (A-2.3 Satisfaction in response)
Is interested in learning management processes. (A-2.2 Willingness to respond)

### CONTENT

Job content analysis is a method of determining the nature and sequence of separate tasks involved in an occupation.

Analysis of a job included determining job title and alternate titles, case number, job description, and job specifications.

### TEACHING AID

Dictionary of Occupational Titles, U.S. Department of Labor, Washington, D. C., Vol. 1.

The way workers use their time and energy influences their effectiveness on the job.

Reference

Modern Living Management, pp. 77-92.

### LEARNING EXPERIENCES

Demonstrate how to analyze a job.
Have students choose job to analyze.
Include: Job title & alternates
Case number
Job description
Job specifications

Observe in a food service establishment and prepare a time schedule of the operations. Identify which workers are not making effective use of time and energy. Discover ways to make more effective use of time and energy.

EVALUATION:

Check student's analysis to determine his grasp of how to examine a job. Listen to students' comments concerning job analysis and management practices observed.

---

OBJECTIVE

Is skillful in applying management processes in food service work. (C-3.00 Application)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| When workers control food loss and waste, they increase profits of the food service enterprise. | |
| Record keeping is an aid in food cost control, particularly in areas of:<br>a. ordering food<br>b. determining cost of menu<br>c. keeping a perpetual inventory | Discussion by food purchasers in local food service establishments about "Pro's and Con's of Using Seasonal Foods."<br>Discuss "Importance of Forecasting Cost Per Serving."<br>Ask to assume responsibility of the perpetual inventory task for a few days. |
| The use of an inventory record system aids in cost control, which involves checking for correct quantity and quality of food on hand as well as keeping a perpetual inventory. | Discuss experiences in class. |
| Proper storage of food and supplies reduces spoilage and damage. | Students read Foods Book, pp. 206-207.<br>Discuss proper storage of various foods. |
| Selection and arrangement of equipment affect the efficiency of food service operations. | |
| Maintenance of order is an integral part of food production and service and is related positively to efficiency, safety and sanitation. | |

EVALUATION

Reports of student's on-the-job experiences in food service management procedures.

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OBJECTIVES

Is able to apply principles of food protection and preservation. (C-3.00 Application)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Food spoilage caused by the action of enzymes, bacteria, yeast and molds, is controlled by precautions in handling, preserving, and storing. | Report on article, "Proper Food Storage." |

Periodicals:

"Proper Food Storage," What's New in Home Economics. Sept. 1964, p. 52.

Book, The Professional Chef, p. 7, Harris and Withers, Your Foods Book, p. 206-208.

Discuss chart from The Professional Chef, "To Get the Best From Your Refrigeration," p. 7.

Read and discuss p. 206-208 of Your Foods Book.

Discuss specific procedures in cooking and food preservation which protect against harmful micro-ortanisms.

EVALUATION

Pencil and paper test on principles of food protection and preservation. Observation of students on the job to determine their ability to apply these principles.

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## Unit III. Safety and Sanitation

### I. Accidents

OBJECTIVES

Is able to recognize hazards and to prevent accidents on the job. (C-3.00 Application)
Is alert to ways of preventing accidents on the job. (A-1.3 Controlled or selected attention)

CONTENT

Falls, burns, and cuts are typical accidents in food establishments. Accidents are costly to management and to individual workers, due to additional expenses, impaired health, and loss of income.

A knowledge of first aid procedures helps workers to meet emergencies and deal with accidents.

Precautions are necessary for maintaining safety in work areas. Safe working practices help to protect workers against injury.

When a worker is familiar with causes of fires, he can direct his efforts toward fire prevention.

When both employers and employees are aware of their responsibilities for accident prevention, loss and injury are reduced.

LEARNING EXPERIENCES

View Film: "Kitchen Safety."

Read section on "Safety" pp. 10-12, The Professional Chef.

Ask local insurance companies to relate case situations to illustrate losses due to accidents.

Buzz groups discuss safety improvements needed in kitchens of home economics room.

Visit a food service establishment; note safety practices observed and those that are not observed. Discuss observations in class.

Discuss types of fires and proper methods for extinguishing fires.

TEACHING AIDS

Film, "Kitchen Safety," McGraw-Hill Film Company

Book, The Professional Chef, pp. 10-12.

EVALUATION

Students demonstrate ability to recognize safety hazards on the job--"Safety hazard hunt" might be a possibility.
Anecdotal records regarding safe practices on the job.

---

## II. Food Contaminants and Methods of Control

### OBJECTIVES

Knows infections, diseases, and poisonings caused by food contaminants. (C-1.12 Knowledge of specific facts)
Is interested in how to prevent food contamination. (A-2.2 Willingness to receive)

### CONTENT

Tape worm, trichinosis, diptheria, botulism, spetic sore throat, dysentery, salmonella, and typhoid fever are some infections and diseases which may result from intake of contaminated foods. Poisonings may result from sodium flouride, acids, arsenic, and cyanide and staphylococcus bacteria.

Pamphlets

"An Outbreak of Salmonella," U.S. Department of Health, Education, and Welfare, Public Health Service, Communicable Disease Center, Washington, D.C.

"Bacterial Food Poisoning" Tourist and Resort Institute, Michigan State University, East Lansing, Michigan, 1957.

Film

"An Outbreak of Staphylococcus Infection," 16mm., 13 min., Communicable Disease Center, U.S. Department of Health, Education and Welfare, Atlanta, Georgia, (Free).

### LEARNING EXPERIENCES

Reports on each of the diseases and infections.

Define food poisoning.

Use pictures whenever possible, as with tapeworms.

View and discuss film on Salmonella.

Clip articles describing cases of food contamination from magazines or newspapers.

Book

The Professional Chef, "Food Poisoning" pp. 5-7.

### EVALUATION

Pencil and paper test items over food contaminants and prevention of food contamination.

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### OBJECTIVES

Is able to apply health principles in the prevention of infections, poisonings and diseases. (C-3.00 Application)
Realizes the importance of applying health principles to prevent infections, and diseases. (A-3.1 Acceptance of a value)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Infectious diseases and poisonings transferred by food to humans are caused by bacteria, vermin and chemicals. | Define terms: bacteria and vermin.<br>Identify types of bacteria as baccili, spirilo, and cocci. |
| The application of health principles in food handling prevents the spread of infections, poisonings and disease. | Grow bacteria cultures from fingerprints, hair, chewing gum.<br>Discuss how bacteria, vermin and chemicals might contaminate food. |
| References | |
| Pamphlets: | |
| "Sanitary Food Service." Public Health Service Publication No. 90, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, 1952. | Read about sanitary food handling in pamphlets.<br>Summarize readings. |
| "Guide to Sanitary Food Handling" Federal Security Agency, Public Health Service, Washington, D.C., 1952. | |
| "Food Handling and Sanitation for Commercial Establishments," Business Education Publication No. 48, California State Department of Education, Sacramento, California, 1950. | |

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| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Food protection in eating establishments requires continuous efforts at rodent and insect control. | Read and discuss rodent control, The Professional Chef, pp. 6-7. |
| Book | |
| The Professional Chef, p. 6-7. | |

EVALUATION

Pencil and paper test items on principles related to food processing and service and the prevention of infections, poisonings, and diseases.
Observe students on job for evidence of their applying these principles.

---

OBJECTIVES

Comprehends why personal sanitary practices of workers are required by the food industry. (C-3.00 Application)
Desires to follow sanitary practices in grooming and personal hygiene. (A-3.1 Acceptance of a value)

CONTENT

The appearance of employees affects public confidence in the cleanliness of the food establishment.

Appropriate clothing, as well as properly fitted clothing will increase one's self confidence and contribute to safety in working with foods.

Rigid standards of personal hygiene are required by the food industry as keeping uniforms and clothing immaculately clean; protecting hair, with hair-nets or caps, avoiding use of nail polish. Workers are obliged to protect the public by their own health care and by regular physical check-ups and tests.

Personal cleanliness of each worker promotes high standards of sanitation and hygiene.

Book: The Professional Chef

LEARNING EXPERIENCES

Prepare a list of personal habits of cleanliness important when handling food to ensure sanitary conditions.

Each student evaluate self using the Professional Chef's check list of 50 factors which can create a poor appearance.

Select and discuss pictures of unsafe practices in dress and hairstyles.

Visit different types of food service establishments to observe appearance of employees. Discuss observations in class.

Employer to discuss, "Importance of Personal Appearance in Food Service Business."

Select and discuss pictures of appropriate dress hairstyle, etc.

EVALUATION

Test items over personal sanitary practices in the food industry. Observe students on the job for evidences of following personal sanitary practices.

---

OBJECTIVES

Is able to carry out sanitary food handling procedures. (P-4.00 Mechanism)
Desires to carry out sanitary food handling procedures. (A-2.1 Acquiescence in responding)

CONTENT

Sanitary food handling involves knowledge of principles and skill in procedures for:

a. storage of dishes and supplies
b. protection of food from dehydration, deterioration, contamination, and spoilage
c. humidity and temperature control preservation of food
d. serving of food

The standards of sanitation maintained affects the reputation of the establishment.

LEARNING EXPERIENCES

Use a check list to evaluate sanitary food handling procedures used by you and others in your training station. Identify ways to improve poor practices and attempt to make improvements.

Make posters or signs to call attention to safe and sanitary practices.

Make a check list to use for a daily sanitation check.

Role play situations to show customer's reactions to low standards of sanitation in a food service establishment.

Film

"Kitchen Habits" 16 mm., color, 12 min. Communicable Disease Center, U.S. Department of Health, Education, and Welfare, Atlanta, Georgia. (Free)

Recall experiences with poor sanitation, as greasy silverware, lipstick on glassware, food on plate, hair in food, etc.

EVALUATION

Test items over sanitary food handling procedures. Observe students on job for evidences of their observing sanitary food handling practices.

---

OBJECTIVES

Is able to carry out sanitary cleanup procedures. (C-3.00 Application and P-4.00 Mechanism)
Seeks to use sanitary cleanup procedures. (A-3.1 Acceptance of a value)

CONTENT

Sanitary cleanup and dishwashing involves knowledge of principles and skill in techniques related to:

a. table clearing
b. care of work area
c. housekeeping procedures
d. scraping and rinsing of dishes
e. garbage disposal
f. hand dishwashing
g. use of detergents and disinfectants
h. regulation of water temperature

References

Films

"Table and Counter Top Sanitation," Farley, Manning Associates, 342 Madison Ave., New York, New York.

"Dishwashing Dividends" 16mm. 25 min., Economics Laboratory, 250 Park Ave., New York, New York. (Free)

LEARNING EXPERIENCES

Ask the school cafeteria manager to demonstrate cleanup techniques. Arrange for students to assist with various cleanup activities.

View films: "Table and Counter Top Sanitation," and "Dishwashing Techniques."

EVALUATION

Test items over sanitary cleanup procedures. Observe students on the job for evidences of their practicing sanitary cleanup procedures.

---

OBJECTIVES

Knows the agencies responsible for enforcing legal regulations dealing with food industry. (C-1.12 Knowledge of specific facts)
Realizes the importance of having and enforcing legal regulations. (A-1.13 Controlled or selected attention)

CONTENT

There are local, state, and federal regulations concerning food and food handlers that are directed toward protecting public health, as U.S. Department of Health, Education, and Welfare, state and local health departments, National Institute of Health, World Health Organization, National Research Council, and the Food and Drug Administration.

Harris and Withers, People, Food and Science, Chapter 4, pp. 44-55.

The Federal Trade Commission is concerned with trying to eliminate sales trickery from the food industry.

The Federal Food, Drug and Cosmetic Act protects the public against adulterated or misbranded food by:

a. food quality standards
b. labeling requirements
c. meat inspections, etc.

Book:

Food, 1959 Yearbook of Agriculture, pp. 441-444 and 444-452.

LEARNING EXPERIENCES

Invite a member of local Department of Public Health to speak on topic: "The Need for Protection of Public Health."

Formulate a list of agencies which promote sanitary food practices.

Read text, People, Food, and Science, pp. 44-55.

Read "The Federal Trade Commission" in Food 1959 Yearbook of Agriculture. Then explore slogans such as:

"Richer in milk minerals than most expensive spreads."

Discuss the truth or fallacy in the slogan.

Define adulterated.

Collect labels and discuss how they inform the public.

Read and discuss, "The Pure Food Law" in Food.

EVALUATION

Test items on agencies responsible for enforcing legal regulations dealing with food industry. Comments made in class discussions on these legal regulations.

---

## Unit IV. Serving of Food

OBJECTIVE

Understanding of procedures and methods for serving food in different types of establishments. (C-1.25 Knowledge of methodology)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Procedures and methods of serving food vary in different types of establishments. | Read about styles of meal service and methods of serving in Meal Management. |
| An understanding of dining room operation is essential for workers connected with serving food to people. | |
| Dining room operation requires knowledge and skill in handling of:<br>side service station<br>trays<br>table appointments<br>table settings<br>serving systems<br>clearing procedure<br>customer rapport<br>business skills | |
| Reference:<br>Kinder, Meal Management | |

EVALUATION

Test items over procedures and methods in food service. Observe students serving food on the job.

---

OBJECTIVE

Skill in tasks performed by a waitress. (P-5.20 Automatic performance)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Waitressing involves skill and knowledge in: | Outline skills and knowledges needed by waitresses in various types of food service establishments. |
| 1. The handling of silver, glasses and dishes; setting a standard cover | Discuss the skills and knowledges needed in the establishments where establishing rapport with customers is directly related to the success of a waiter, waitress, or hostess. |
| 2. Arranging table accessories | |
| 3. Taking an order | |

4. Assembling, placing an order for serving
5. Stacking dishes on a tray
6. Carrying a large tray
7. Using trays for serving
8. Clearing table

EVALUATION

Observation of student performing duties of waitress in in-class or on-the-job situation.

## Unit V. Menu Planning

### OBJECTIVES

Knows the terminology of food service. (C-1.11 Knowledge of terminology)
Comprehends that knowledge of terminology and trade language enhances job performance. (C-2.0 Comprehension)
Shows willingness to learn terminology and trade language. (A-2.2 Willingness to respond)

### CONTENT

A knowledge of terminology and format is essential in order to interpret or write menus.

Satisfaction in eating is increased when menus are planned taking into account local food preferences.

Knowledge of terminology used in food service occupations enhances job performance.

"Trade language" may be used in the food service industry to describe menu terms; ingredients; method of preparation; utensils and equipment; and work operations.

Menu planning involves combining foods to form a satisfying meal. The menu is the basis for planning the day's production and purchasing. Menu items are assigned to work stations depending on preparation involved.

Terminology Reference

The Professional Chef, pp. 341-345.

Film

"Cooking Terms and What They Mean,"
Young America Films, Inc.
McGraw-Hill Productions, 330 West
42nd Street, New York, New York.

Organizing a Food Training Program,
. U.S. Department of Health, Education, and Welfare. Manpower Development Training Program, U.S. Government Printing Office, 1967.

### LEARNING EXPERIENCES

Brainstorm to develop list of unusual terms encountered on the job.

View film: "Cooking Terms and What They Mean." Summarize the film.

Divide into two groups and participate in a "definition match." (The students give the definition when term is named or vice versa), the game operates similarly to a spelling match.

Role play situations in which knowledge of trade language is necessary, such as: answering customers questions about menu writing customer order.

Bring menus to class from local restaurants. Interpret reasons for combining the foods or selection of these foods.

EVALUATION

Students demonstrate knowledge of the terminology of food service in on-the-job training situation.
Test items over terms used in food service.

---

## Unit VI. Quantity Food Preparation

### I. Standardized Recipes in Relation to Quality Products

OBJECTIVES

Is able to follow quantity recipes and make adjustments in ingredients. (C-3.00 Application)
Is willing to learn principles involved in adjusting recipes. (A-2.2 Willingness to respond)
Knows sources of quantity food recipes. (C-1.12 Knowledge of specific facts)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Quantity recipes may differ from family-size recipes with respect to methods of measuring and preparing ingredients. | Teacher may show how recipes for family-size and large quantity preparation of the same product differ. |
| Knowledge of terms and techniques used in quantity food preparation contributes to ability to prepare foods in quantity. | View filmstrip, "Cooking Terms and What They Mean."<br>Demonstrate techniques (as applied to quantity food preparation): |
| Filmstrip: "Cooking Terms and What They Mean," Young America Films, Young America, Inc., New York, New York. | dice<br>chop<br>blend<br>cream<br>whip<br>beat |
| Knowledge of weights, measures, and their abbreviations used in recipes helps one to interpret and follow recipes. | Demonstrate various measures, as:<br>1 c. brown sugar<br>1 c. white granulated sugar<br>1 c. milk<br>1/2 c. fat |
| Accurate measurements contribute to quality products and reduce waste. | Demonstrate measuring by weight. |
| Filmstrip: "Cooking--Measuring." Young America Films, Inc. | View filmstrip, "Cooking--Measuring."<br>Use charts on bulletin board display on abbreviations which may be used in recipes. |
| Knowing can sizes and dipper and ladle equivalents facilitates food preparation and reduces waste. | Make display of different can sizes.<br>Read leaflet, "Using Canned Goods."<br>Read in Harris and Withers on "Canned Goods," p. 179 |
| Knowing reliable sources of quantity recipes facilitates preparation of quality foods. | Teacher lectures on sources of reliable quantity recipes. |

EVALUATION

Students demonstrate ability to follow recipes and make recipe adjustments in training situation or in classroom.
Given a menu, students find recipes and determine size of canned goods to buy to avoid having leftovers.

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OBJECTIVE

Knowledge of equivalent measures and substitutions for ingredients. (C-1.12 Knowledge of specific facts)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Knowledge of equivalent measures and appropriate substitutions for ingredients enables one to make adjustments in recipes. | Use Cote, p. 420, or use recipe books to find substitutions for regular ingredient. Make a master list of ingredients and possible substitutions.<br>Prepare products using substitute ingredients, and regular ingredients. Compare quality of products.<br>Participate in an Equivalent Match Game. (As leader gives unit of measure the player gives equivalent unit measure.) |

EVALUATION

Test items on equivalent measures and substitutions. Student performance in Equivalent Match Game.

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## II. Selection of Foods and Ingredients

OBJECTIVES

*Is able* to judge quality of foods and ingredients. (C-6.20 Judgments in terms of external criteria)
*Understands* factors related to quality of food products. (C-2.00 Comprehension)
*Is interested* in judging quality of foods and ingredients. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The ability to judge quality and compare products contributes to high standards in food preparation. | Discussion of general qualities desirable in various food products, with actual food examples. For example:<br>crisp-done cooked vegetables<br>fresh and crisp salad greens, etc.<br>Set up criteria for basic foods.<br>Discuss differences in standards held desirable in different parts of the country.<br>Teacher lecture on value bases for criteria for quality foods: nutrition; aesthetic factors as appearance, texture, flavor; sanitation, etc. |
| The quality of a product is related to the relative proportions of ingredients. Knowledge of these proportions is an aid in food preparation. | Practice multiplying and dividing recipes.<br>Read p. 13, *Professional Chef* for examples of converted recipes. |
| Reference<br>Harris and Withers, *Your Foods Book*, p. 64-65. | Study chart in *Your Foods Book* on "Quantities to Serve 20." |

EVALUATION

Comments of students regarding quality of foods and ingredients. Practical test on judging of food products.
Test items and general criteria for certain basic food items.

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OBJECTIVE

*Knows* convenience forms of foods for quantity preparation, and their uses. (C-3.00 Application)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The use of convenience forms of foods and ingredients contributes to saving of time, energy and sometimes money. | Identify convenience foods which are new on market as of past year. |
| | Identify and examine cookbooks with a main emphasis on use of convenience foods. |
| | Explore various uses of five convenience foods. |
| | Compare difference in time and necessary steps required in making product with convenience forms and the regular forms. |

EVALUATION

Practical test involving planning for quality preparation using convenience forms of food.

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OBJECTIVE

Understands uses of spices, herbs, and seasonings in quantity food preparation. (C-3.00 Application)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Spices, herbs, and seasoning affect the palatability of foods. | Study spice chart on page 419, Cote. |
| Knowing how to use them contributes to cooking skill. | Discuss use of spices, herbs, and seaonings in relation to various quantity foods prepared. |

EVALUATION

Observe students' use of various seasonings in food preparation in classroom or on job.

---

## III. Temperature in Relation to Quality Products

### OBJECTIVE

Understands temperature control in relation to quality products. (C-1.31 Knowledge of principles and generalizations)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Cooking and baking temperatures affect the quality of prepared foods. | Compare quality of products which result when temperatures are increased and decreased. |

### EVALUATION

Observe students use of temperature controls in food preparation. Pencil and paper test item on the related principle.

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## IV. Methods of combining ingredients as related to quality products

### OBJECTIVES

Is able to use appropriate methods and equipment in combining ingredients. (P-4.00 Mechanism)
Wants to use proper methods of combining ingredients. (A-1.2 Willingness to receive)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| The way in which ingredients are combined influences the final product. | Include experiences in the following in quantity of food preparation: |
| Skilled kitchen workers are responsible for applying mixing principles in the selection and use of mixing equipment. | creaming<br>folding<br>whipping<br>cutting<br>dicing |

### EVALUATION

Observe students application of techniques of combining ingredients in classroom or on-the-job situations.

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## V. Use and Care of Equipment

OBJECTIVES

Is skillful in operation of kitchen and dining room equipment. (P-5.1 Resolution of uncertainty)
Voluntarily uses and cares for equipment. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Knowledge of name and use of equipment increases efficient operation. | Visit large quantity food preparation center. Have manager show equipment and explain uses and care. |
| Multiple uses of equipment increases value of equipment. | Visit quantity foods equipment store, become familiar with latest pieces of equipment, and determine whether expensive in terms of: |
| The use of and care given to equipment affects its efficiency in operation. | construction<br>jobs they do<br>frequency of use |
| In the development of occupational skill food workers learn to use and care for a variety of equipment, such as: | |
| a. safety devices<br>b. deep fat fryer<br>c. grill<br>d. steamer<br>e. stack ovens<br>f. trunnion<br>g. commercial mixer and blenders<br>h. coffee makers<br>i. dishwasher<br>j. ranges<br>k. griddles, skillets, pots, and pans<br>l. small utensils<br>m. cutlery<br>n. salad maker, peelers, food chopper, slicers, meat saws<br>o. toaster<br>p. special counter equipment<br>q. steam tables<br>r. sink, diswasher, conveyor, subveyors, tray trucks (heat tray vaults)<br>s. can openers<br>t. measuring equipment<br>u. broilers<br>v. cabinet cookers<br>w. pancake dispenser<br>x. vischer cooker (used for quick preparation of frozen vegetables) | Collect trade journals, manufacturer's leaflets, catalogs to locate new types of equipment.<br>Discuss advantages of purchasing new equipment as replacement for present equipment. |

EVALUATION

Pre-test on identification and use of equipment. Regular check to see whether students are caring for equipment properly.

## VI. Principles and Methods of Quantity Food Preparation

### BEVERAGES

OBJECTIVES

Comprehends principles involved in beverage making. (C-2.20 Interpretation)
Knows criteria for evaluating beverages. (C-1.24 Knowledge of criteria)
Is able to prepare a variety of beverages. (C-3.0 Application)
Voluntarily applies principles involved in beverage preparation. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Coffee is a typical beverage. The flavor of coffee is affected by the variety of beans, the grind, the composition of water used, the cleanliness of coffee maker, the material and type of coffee maker, and the proportions of coffee and water. | Read and discuss coffee making, p. 16, The Professional Chef.<br>Read "Pointers on Beverage Making and Serving," p. 26-29. |
| The reputation of the food service establishment is influenced by the quality of beverage served. | Identify which local establishments prepare which type of tastiest beverage. |
| There is a large variety of beverages as coffee, hot or iced tea, milk, cocoa, carbonated beverages, sodas and milkshakes, and fruit drinks. | List the variety of beverages. Make a master list to include other forms of main beverages. For example with coffee there is café au lait, café noir, French coffee, Turkish coffee. |
| The method of preparation depends on the type of beverage. Some basic steps in making a quality beverage product include using clean equipment fresh ingredients following manufacturer instructions in using equipment, and using proper measuring equipment, and methods. | Make a scrapbook to include recipes for various types of beverages.<br>Students experiment with preparing large and small quantities of various beverages.<br>Reports on successes and failures in preparing beverages in training stations. Ask how failures were remedied.<br>Visit various establishments--as dairy stands, coffee shoppes, drive-ins--to observe procedures and equipment used in preparing beverages.<br>Practice using beverage making equipment at your training station. Report experience to class. |
| The use of instant mixes and convenience products have made beverage preparation more efficient. | Reports on instant beverage mixes or other convenience ingredients used in training stations to hasten beverage preparation. |

The accepted rule for the serving of beverages in the U.S. is to serve hot beverages hot and cold beverages cold.

References:

The Professional Chef, p. 16.

Your Foods Book, Harris and Withers, pp. 26-29.

Discussion of factors to consider in determining amount to prepare for various situations.

## EVALUATION

Test items on principles of quantity beverage preparation and criteria for beverages.
Observation of students' applications of principles in training stations or classroom situations.

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# SAUCES AND GRAVIES

## OBJECTIVES

Comprehends principles involved in preparing sauces and gravies. (C-2.20 Interpretation)
Knows criteria for evaluating sauces and gravies. (C-1.24 Knowledge of criteria)
Is able to prepare a variety of sauces and gravies. (C-3.0 Application)
Voluntarily applies principles involved in making sauces and gravies. (A-2.2 Willingness to respond)

## CONTENT

Knowing how to prepare basic sauces is fundamental to making certain soups, gravies and food combinations.

Sauces add nutritive value to food as well as enhancing flavor and appearance of food.

The two main categories of sauces are warm and cold sauces.

The leading sauces are Brown (Espagnole), Cream (Bechamel), Tomato, Chicken or fish (Velorite) and Hollandaise.

A thickening agent (called Roux) is used in making sauces, soups and gravies.

## LEARNING EXPERIENCES

Discuss uses of sauces. Use references to supplement list of uses of sauces. (Check index of Harris and Withers p. 498 for use of sauces and sauce recipes.)

Make a bulletin board illustrating uses of sauces to enhance appearance; identify nutritive values.

Group sauces on bulletin board into appropriate warm or cold category.

Collect menus from specialty food service establishment. Compare on extent of use of sauces.

Read "Sauces, Thickening Agents," pp. 279-281 in The Professional Chef.

Experiment with making popular sauces. For recipes see pages 282-291 of The Professional Chef.

| | |
|---|---|
| The consistency (thick, medium or thin) of the sauce depends on its use. | Discuss products used as Roux as flour, cornstarch, and fat, butter, margarine, meat drippings, etc.<br>Experiement with different thickening agents for sauces.<br>Read "Pointers on Sauces" p. 124, Your Foods Book. |
| Gravies add flavor as well as nutritive value. Gravies may be used as an "extra dish." | Distinguish between gravy and sauces. |
| There are three main types of gravies: natural, brown or pan, and cream or country gravy. | Experiment with making the main types of gravies. Demonstrate quality product as to color, flavor and consistency. |
| A quality sauce or gravy product is dependent upon proper seasonings, care during cooking, temperature, timing and care after cooking. | Experiment with altering seasoning, temperature, time, and cooking procedures. Compare difference in quality of product. |

References:

The Professional Chef, pp. 279-281, 282-291.

Your Foods Book, Harris and Withers, p. 124.

EVALUATION

Test items on principles of quantity preparation of sauces and gravies. Observation of students' application of principles in training stations or or classroom situations.

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## SOUPS

OBJECTIVES

Comprehends principles involved in making soup. (C-2.20 Interpretation)
Knows criteria for evaluating soups. (C-1.24 Knowledge of criteria)
Is able to prepare a variety of soups. (C-3.0 Application)
Voluntarily applies principles involved in soup making. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Stock is the basis for all soups, sauces and some gravies. | Define stock. Visit a food service establishment which has "home made" soup as a specialty. Note the source and handling of stock. |

| | |
|---|---|
| Soups are generally considered to be an appetizer. | Define appetizers. View film: "Soups, Sauces, Entrees--The Modern Way." |
| Soups are of two main types, clear soups and thick soups. | Visit grocery store and list soups in stock. Check menus at training station for additional soups.<br>Read "Techniques for Soup Cookery," pp. 248-251, The Professional Chef. |
| There is an infinite variety of garnishes for soups. | Define garnishes. Experiment with using various garnishes with soups. Be creative; try to discover a new garnish. Make a list of tips for using garnishes, as add croutons at time of serving to maintain crispness and a fresh appearance. |
| Film: "Soups, Sauces, Entrees--The Modern Way."<br>Reference:<br>The Professional Chef, pp. 248-251. | Discuss considerations in determining amount of soup to prepare for various quantity food service situations. |

EVALUATION

Test items on generalizations related to preparation and use of soups. Observation of students' skills in preparing soups.

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## APPETIZERS

OBJECTIVE

Comprehends principles involved in making appetizers. (C-2.20 Interpretation)
Knows criteria for evaluating appetizers. (C-1.24 Knowledge of criteria)
Is able to prepare a variety of appetizers. (C-3.0 Application)
Voluntarily applies knowledge in making appetizers. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| There are five basic types of appetizers: cocktails, salads, hors d'oeuvres, canapes, and relishes. | Review meaning of appetizer. Divide into groups and each group use cookbooks and other references to find examples of each of five types of appetizers. |
| A quality product should reflect proper temperature, fresh appearance, good flavor, attractive amount of garnish, and pleasing texture. | Invite a local person whose specialty is making appetizers to demonstrate her techniques.<br>Clip magazine and make a collection of ideas for decorating appetizers. |

EVALUATION

Test items on types of appetizers, uses, and criteria. Observation of student's application of knowledge of appetizers in classroom or training station.

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## SALADS AND SALAD DRESSINGS

### OBJECTIVES

Comprehends principles in making salads and salad dressings (C-2.20 Interpretation).
Knows criteria for evaluating salads and salad dressings. (C-1.24 Knowledge of criteria)
Is able to prepare a variety of salads and dressings. (C-3.0 Application)
Voluntarily applies principles involved in making salads and dressings. (A-2.2 Willingness to respond)

### CONTENT

The standards for judging a quality salad include:

Attractive appearance
Appetizing flavor
Proper temperature
Pleasing texture
Ease of eating

The appeal of a salad is directly related to its appearance. Texture, combination of ingredients, serving temperature and the quality of the dressing all affect satisfaction in eating salads.

There are variety of types of salads, as:

Gelatin salads
Vegetable salads
Fruit salads
Protein salads, containing cheese, meat, eggs

Salad may be used (served) in a variety of ways, as:

Appetizers
Dessert
Accompaniment
Main course

### LEARNING EXPERIENCES

"Pointers on Salads," pp. 128-129, Your Foods Book.

Film: "Salad Preparation," 16mm., 14 min., color. Department of Institution Management, Syracuse University, Syracuse, New York 13210.

Interview customers as to why they selected a specific salad from the menu.

"Knox Salad Book," Knox Gelatin Co., Johnston, New York (Free).

Make at least one type of salad in your training station if possible. Report results to class.

Buzz groups to discover and list examples of ways salads may be used.

Check menus at training stations to note the uses of salads at that particular food service establishment.

Read "Techniques for Successful Salads," The Professional Chef, p. 207.

Salad making usually involves four basic parts, as:

Base
Body
Dressing
Garnish

Special techniques are essential to a quality product during preparation and after preparation of the salad.

There are many varieties of salad greens and their care and handling is very important. Crispness is a primary quality desired in salad greens.

References:

Pamphlet

"Knox Salad Book," Knox Gelatin Co.

Books:

Your Foods Book, Harris and Withers, pp. 128-129.

The Professional Chef, pp. 207, 208-213.

Films:

"Salad Preparation," Department of Institute Management, Syracuse, New York.

Read: "Techniques for Successful Salads," pp. 208-213, The Professional Chef.

Visit a grocery fresh vegetable department to compare differences in salad greens and to note which greens are in season at this time of the year. Collect pictures of different types of salad greens. Have a salad relay. Divide into two groups and as show pictures see which group can identify the greens in the shortest time. The members of each group will rotate.

Salad Dressings

A salad dressing that is pleasing in flavor, color and texture in relation to a particular salad is essential to a quality salad product.

Dressings are of three basic types:

French
Mayonnaise
Cooked

Reference:

The Professional Chef, p. 235.

Read, "Salad Dressings," p. 235, The Professional Chef.

Discuss the three types of dressings, their preparation, uses, and criteria for a quality product.

Make a display of each of the three dressings.

Make a tally of selected dressings for a week to identify the favorite dressings offered by your training station.

Discuss factors to consider to determining the amount of salad and dressings to prepare for various situations.

EVALUATION

Test items on principles of salad and salad dressing preparation, uses of salads, and criteria for quality products.
Observation of students' skills in preparing salads and salad dressings.

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## VEGETABLES AND FRUITS

OBJECTIVES

Comprehends principles in preparing vegetables and fruits. (C-2.2 Interpretation)
Knows criteria for evaluating vegetable and fruit preparation. (C-1.24 Knowledge of criteria)
Is able to prepare fruits and vegetables in a variety of ways. (C-3.0 Application)
Voluntarily applies principles in preparing vegetable and fruit dishes. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Careful selection and proper storage of vegetables and fruits prior to time of preparation will aid in achieving quality products. | Read, "Pointers on Cooking Vegetables," Your Foods Book, pp. 243-245. |
| Knowledge of preparation procedures will aid in maintaining a pleasing appearance and preserving the nutritive value.<br>Vegetables and fruits cooked in their skins retain more food value than those cooked by other methods because vitamins and minerals tend to be concentrated directly under the skin. | Conduct a survey at your training station to determine the kinds of processed products used (fresh, frozen, etc.) and how techniques of storage and preparation vary. Report results to class. |
| Quick cooking in a small amount of water preserves appearance, quality and nutritive value of fruit and vegetables. Some loss in color, flavor, and vitamins occurs when vegetables and fruits are kept over a period of time and reheated. | Teacher or chef demonstrate large quantity preparation of various fruits and vegetables, with emphasis on the principles of preparation. Apply principles of preparation in classroom or training station situation. |
| Rapid loss of vitamins occurs when sliced vegetables and fruits are kept at room temperature and exposed to air and light. | |
| Storage and preparation vary for fresh, frozen, pre-prepared and dehydrated fruits and vegetables. | Evaluate advantages of each type of processed food, for various types of food service establishments. |

| Reference: | Discuss factors to consider in determining the quantity of vegetables and fruit to prepare for various situations. |
|---|---|
| Harris and Withers, Your Foods Book, pp. 243-245. | |

EVALUATION

Written and practical tests on application of principles of vegetable and fruit preparation.
Test over criteria for quality vegetable and fruit products.
Observation of students' skills in preparing fruits and vegetables in classroom or training station situations.

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## EGGS

OBJECTIVES

Comprehends principles in egg cookery. (C-2.20 Interpretation)
Knows criteria for evaluating egg products. (1.24 Knowledge of criteria)
Is able to prepare eggs in a variety of ways. (C-3.0 Application)
Voluntarily applies principles in egg cookery. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Eggs are marketed in various forms for use in food establishments, as:<br>Shell<br>Frozen<br>Dried | Teacher show various forms of eggs and demonstrate uses through preparation of various egg products. |
| There are various ways in which eggs can be prepared:<br>Soft or hard cooked in the shell<br>Poached<br>Shirred<br>Pan fried<br>Scrambled<br>Omelet | "Pointers on Cooking Eggs," p. 229, Your Foods Book, Harris and Withers.<br>Provide laboratory experiences in preparation of egg dishes. |
| When a worker knows different methods of preparations, he is better able to satisfy customers. | |
| Special care in purchasing, storing, and preparing is necessary with eggs and egg products. | |
| Low cooking temperature produces tender eggs. | |

| | |
|---|---|
| Mixtures containing milk and eggs are excellent media for the growth of bacteria and require immediate cooking or refrigeration. | |
| A quality egg product has:<br>Pleasing color<br>Tenderness<br>Pleasing flavor<br>Pleasing shape and is garnished appropriately | Develop score card for evaluating egg products. |
| Reference:<br>Harris and Withers, Your Foods Book, p. 229. | Discuss considerations in determining the quantity of an egg dish to prepare for various situations. |

EVALUATION

Written and practical tests on application of principles of vegetable and fruit preparation.
Test over criteria for quality egg products.
Observation of students' skills in preparing egg products.

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## MEAT, FISH, SEAFOOD AND POULTRY

OBJECTIVES

Comprehends principles in preparing meat, fish, seafood and poultry. (s.s0 Interpretation)
Knows criteria for evaluation of meat, fish, seafood, and poultry preparation. (C-1.24 Knowledge of criteria)
Is able to prepare meat, fish, seafood and poultry in a variety of ways. (C-3.0 Application)
Voluntarily applies principles in meat cookery. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Since the flesh of animals, poultry, and fish is similar, principles of meat cooking may be applied to all. | |
| The tenderness of meat is related to its structure, composition, and part of the animal it comes from, and it influences the choice of cooking methods. | Read "Pointers on Cooking of Meats," p. 238-242, Your Foods Book, Harris and Withers.<br>Teacher or chef give demonstration of various methods of meat cookery. |
| There are various ways of cooking meat, fish, and poultry, by dry heat, moist heat, and with fat. | Practice various cooking methods for different types of meat. |

A skilled cook is able to produce quality products by braising, boiling, stewing, broiling, roasting, pan-frying and deep fat frying.

Care and storage of meat, fish, poultry, seafood, prior to preparation period varies for fresh and frozen products.

Mastery of carving techniques enables a worker to provide attractive and uniform servings of meat and poultry.

Familiarity with meat, fish and poultry cuts facilitates the selection of appropriate cooking procedures.

Familiarity with grades of meat and poultry facilitates the selection of appropriate cooking procedures.

The length of cooking time as well as the cooking temperature are important in obtaining a quality fish or seafood product.

Stuffings and dressings for poultry, fish, and meat may serve to enhance flavors, appearance, and texture of the dish.

References:

Cote, Science, Food, and People, pp. 273-281, 282-288, 288-291.

Harris and Withers, Your Foods Book, pp. 238-242.

Read in Cote, pp. 282-288, "Methods of Cooking Meat."

Observe experienced chef carve and serve meat.

Visit a local locker plant or meat department of a grocery to view different cuts of meat.

Review cuts of meat on charts, pp. 276-277, 280-281, Cote. "Cuts of Meat" pp. 273-281, Cote.

Refer to U.S. Government Grades, pp. 276-280, Cote, "Grading of Poultry," pp. 288-291, Cote.

Prepare fish by baking, broiling, and pan frying, deep fat frying.

Experiment with testing for doneness at various times during cooking period.

Discuss considerations in determining the amount of meat, fish, or poultry to prepare for various situations.

EVALUATION

Written and practical tests on application of principles of meat, fish, and poultry preparation. Test over criteria for evaluating meat, fish, and poultry dishes. Observation of students' skills in preparing meat, fish, and poultry products.

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## DESSERTS

### OBJECTIVES

Comprehends principles involved in preparing various types of desserts. (C-2.20 Interpretation)
Knows criteria for evaluating various desserts. (1.24 Knowledge of criteria)
Is able to prepare a variety of desserts. (C-3.0 Application)
Voluntarily uses principles of preparing desserts. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Baked goods may be categorized as desserts. Candies, puddings, frozen desserts, gelatin desserts, and fruits also are included in the category of desserts. | Read "Pie Crust Pointers," pp. 248-252, Harris and Withers, "Pointers on Cookie Making," pp. 23-25, "Pointers on Cake Making," pp. 252-255. |
| There are many kinds of baked goods which are prepared in food establishments. These include different types of quick breads, yeast breads, cakes, cookies, and pastries. | Demonstration by baker of products with talk on judging baked goods.<br>Observe experienced bakers at work in quantity food service establishments. |
| Baked goods are judged by their appearance, flavor, texture, and tenderness. Producing standard products depends upon methods of combining ingredients as well as quality and proportions of ingredients and baking temperatures. Hence the quality of the product is directly related to the skill of the baker. | |
| Techniques of mixing and baking employed affect the quality of the baked product. | |
| Frostings on baked products enhance taste and appearance of the product. | Cake decorator demonstrates how to ornament baked goods. |
| There are two main types of frostings: cooked and uncooked. | Film: "Ornamenting and Decorating Fancy Cakes." |
| Following certain procedures in preparing a product for frosting contributes to an attractive product:<br>Cooling baked goods before removing from pan.<br>Brushing away crumbs, etc. | Survey your training station to determine the degree pre-prepared and convenience foods are used. Compare number with desserts made "from scratch."<br>Interview workers involved in preparation of desserts to obtain their likes and dislikes with respect to pre-prepared and convenience desserts. |

Standards of a quality frosting product include:

- Attractive color
- Pleasing texture (creamy, moist, no sugar crystal)
- Stable shape

The number and kinds of desserts served depend upon the type of operation.

Offering a variety of desserts contribute to continued food appeal and sales.

Pre-prepared and convenience desserts have reduced the time and energy required for preparation of desserts.

Frozen desserts include:

- Ice cream
- Sherbet
- Parfait
- Mousse, etc.

Read in reliable textbook on types and preparation of frozen desserts--principles of preparation and criteria for evaluating.

Observe preparation of frozen desserts in food service establishment.

Most frozen desserts served in restaurants are based on pre-prepared forms of ice cream or similar products.

Films:

"Ornamenting and Decorating Fancy Cakes," American Society of Bakery Engineers, Department of Visual Education (311 2nd Street, S.E. Mineapolis, Minnesota 55401)

"Pie, America's Favorite Dessert," American Society of Baking Engineers. Department of Visual Education, 311 2nd Street, S.E., Minneapolis, Minnesota 55401.

"Principles of Baking," Encyclopedia Britannica Films, 20 West Wacker Drive, Chicago, Illinois.

EVALUATION

Test over desserts--forms, principles, and criteria for evaluating. Demonstration of ability to prepare various basic desserts in classroom or training station.

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## SANDWICHES

### OBJECTIVES

Comprehends principles involved in making sandwiches. (C-2.20 Interpretation)
Knows criteria for evaluating sandwiches. (C-1.24 Knowledge of criteria)
Is able to prepare variety of sandwiches. (C-3.0 Application)
Voluntarily applies principles in sandwich making. (A-2.2 Willingness to respond)

| CONTENT | LEARNING EXPERIENCES |
|---|---|
| Different kinds of breads, fillings and shapes lend variety to sandwiches. | View film: "Modern Sandwich Methods." |
| Sandwiches may be prepared a variety of ways, as:<br>Grilled<br>Toasted<br>Club<br>Finger<br>Rolled | Read "Pointers on Making Sandwiches," pp. 272-274, Your Foods Book, Harris and Withers. |
| Spreads, slices of foods as cheese, tomato, etc., and salads may be used as fillings. | |
| Garnishes, care after preparation, and arrangement on the plate affect the appeal of sandwiches. | Collect pictures from magazines of garnishes and clever arrangements of sandwiches for serving. |
| Time and energy are saved in preparing sandwiches when similar tasks are done together. | View a demonstration on sandwich making. Practice assembly line techniques in making sandwiches |
| Reference:<br>Harris and Withers, Your Foods Book, pp. 272-274 | Film: "Skills Count at the Sandwich Counter." 16 mm., 10 minutes. |
| Films:<br>"Modern Sandwich Methods."<br>"Skills Count at the Sandwich Counter." 16 mm., 10 minutes. Wheat Flour Institute, 309 West Jackson Blvd., Chicago, Illinois 60606. | |

### EVALUATION

Written test items on principles of sandwich preparation.
Test over criteria for evaluating sandwiches.
Observation of students' skills in sandwich preparation.

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## Appendix A

### Job Possibilities in Food Service with Brief Description of Duties*

Baker

Mixes dough according to recipe
Cuts and shapes dough
Bakes rolls and other hot breads
Keeps work station clean and orderly
May assist pastry chef

Baker helper

Assist baker by greasing pans, washing pans, scrubbing and mopping floors
Obtains supplies from storeroom

Bus boy

Carries dirty dishes from dining room to kitchen, cleans tables
Resets table with linens, flatwear and glasses
Maintains supply of clean linens and dishes

Butcher

Plans work schedules
Cuts, trims bones, and shapes beef, pork, veal and lamb
Stores meat
Keeps work station clean and orderly

Chef

Plans meals and orders needed foodstuffs
Supervises and assists in cooking
Supervises the activities of all kitchen personnel

Cook

Prepares foodstuffs for cooking
Cooks food
Prepares servings
Performs related duties as preparing desserts, breads, salads or sandwiches

Cook--broiler

Assembles materials
Broils meat, fish and poultry
Fills orders

Cook--fry

Estimates and obtains supplies needed for menu
Fries meat, fish, poultry and vegetables in deep fat
Fries foods, such as eggs or bacon in shallow fat
Serves waitresses--fills orders
Maintains cleanliness at work station

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*For a more complete job analysis refer to Dictionary of Occupational Titles

Cook--head

Supervises and coordinates activities of workers engaged in preparing, cooking and serving food
Plans menus and orders needed supplies
Keeps daily records of meals served and inventory of supplies and equipment

Cook--helper

Assists cook to prepare food, performs tasks as obtaining supplies from storeroom, prepares and washes food, mixes ingredients, turns or stirs food, cleans stove and work tables

Cook--pastry

Prepares for work--studying recipes
Mixes batter and bakes cakes
Makes cookies, French pastries and fancy cakes
Maintains clean work area
May make and bake pies, breads, fruit compotes, custards, ice cream

Cook--second

Obtains materials
Prepares and cooks meat dishes
May supervise kitchen workers in the absence of chef
May fry or broil foods in absence of broiler or fry cooks

Cook--short order (grill man)

Prepares, cooks and serves to order all kinds of foods which require a short preparation time
Checks supply of food items on hand daily
Order needed items from storeroom
Keeps work station clean and orderly

Cook--speciality

Plans menus
Cooks foreign style dishes

Cook--swing

Assists any of the cooks during rush periods and substitutes for those during illness or vacation

Cook--vegetable

Requisitions provisions
Steams vegetables
Boils vegetables
Bakes vegetables
Cleans equipment and utensils
May serve portions of food to waitresses

Combination man or woman (Usually works in small establishments)

Takes orders from customer
Cooks foods that take short time to prepare
Serves customers
Writes bill and accepts payment

Counterman

Greets customer and takes order
Serves food
Prepares ticket
Collects payment
Keeps counter neat and well stocked

Curb man or woman

Waits on customers
Brings food tray to customer
Removes tray

Dishwasher or kitchen helper

Sets up and checks dishwashing equipment according to prescribed directions
Prepares tableware for washing
Washes dishes according to management's prescribed standards
Maintains dishwashing equipment and working area in a clean and orderly condition

Food checker--cafeteria

Tabulates amount due
Prepares menu boards, place price markers on food

Food checker--dining room

Checks order
Tabulates bill
Assists with serving food and beverage

Floor man or woman--cafeteria

Sets up cafeteria tables by placing linens, sugar, etc.
Collects empty trays and returns to kitchen
Removes dirty dishes
Wipes table and chairs

Fountain man or woman

Prepares and serves soft drinks, ice cream dishes, etc.
Receives guests and takes orders

Garde-manager

Plans future meals
Carves cold meats

Prepares various dishes using meat leftovers
Prepares sandwiches with meat fillings
Performs related duties, prepares salad dressings, canapes, relishes, etc.

### Host or hostess

Supervises waitresses, bus boys or girls
Trains waitresses and bus boys or girls
Greets guests and escorts them to table
May maintain supplies and equipment checks

### Kitchen helper

Performs one or more of a variety of unskilled tasks as:
  Washing and drying dishes, glasses or pots
  Washes and polishes silverware
  Cleans and scrubbs tables and floors
  Removes garbage

### Kitchen steward

Supervises kitchen employees not actively engaged in cooking to insure clean, efficient food service
Hires and discharges employees
Handles employment records
Keeps inventory of china, silverware, glassware

### Kitchen supervisor

Plans menus
Apportions foods and utilizes leftovers and food surpluses

### Manager--restaurant or coffee shop

Supervises and coordinates activities of workers

### Manager--industrial cafeteria

Plans daily menus to accomodate employees of all shifts
Purchases food
Supervises and coordinates activities of workers

### Sandwich man or block man

Prepares sandwich fillings and dressings
Slices meat and cheese
Makes sandwiches
Cleans equipment
Performs other related tasks

### Saladman

Prepares salads, cocktails, canapes and other cold dishes
Makes sandwiches
Slices cold meats and cheeses
May serve hot portions to cook

Set-up man or storeroom man

Receives incoming food and supplies, inspects and checks same as to quantity and quality
Stores supplies in appropriate places
Arranges all stock so that oldest supply is utilized first
Receives requisition for stock
May perform related duties

Steam table attendant

Serves food from steam table or counter
Cleans counter and steam table
May assist with some food preparation

Waiter--formal

Prepares tables for serving meals
Receives guests and takes orders
Obtains food from kitchen and serves guests
Presents bill for payment

Waitress

Prepares tables or counters for serving meals
Obtains meal order from guest
Obtains food from kitchen and serves patron
Presents bill
May perform other tasks

## Teaching Aids and References

### Films

Career Opportunities in the Restaurant Industry, National Restaurant Association.

Someone's in the Kitchen, General Foods, New York, New York.

Men in Food Careers, General Foods, New York, New York.

Fun of Being Thoughtful, Coronet Instructional Films, 1950.

Kitchen Safety, McGraw-Hill Film Company.

An Outbreak of Staphylococcus Infection, 16 mm., 13 minutes, Communicable Disease Center, United States Department of Health, Education, and Welfare, Atlanta, Georgia (Free).

Kitchen Habits, 16 mm., 12 minutes, Communicable Disease Center, United States Department of Health, Education, and Welfare, Atlanta, Georgia (Free).

Table and Counter Top Sanitation, Farley, Manning Associates, 342 Madison Avenue, New York, New York.

Dishwashing Dividends, 16 mm., 25 minutes, Economics Laboratory, 250 Park Avenue, New York, New York (Free).

Cooking Terms and What They Mean, Young America Films, Inc., McGraw-Hill Productions, 330 West 42nd Street, New York, New York.

Cooking-Measuring, Young America Films, Inc., New York, New York.

Soups, Sauces, Entrees--The Modern Way.

Salad Preparation, 16 mm., 14 minutes, color, Department of Institution Management, Syracuse University, Syracuse, New York 13210.

Modern Sandwich Methods, Restaurant Version, 35 mm., 22 minutes, American Institute of Baking, 400 East Ontario Street, Chicago, Illinois 60611.

Skills Count at Sandwich Counter, 16mm., 10 minutes, Wheat Flour Institute, 309 West Jackson Boulvard, Chicago, Illinois 60606.

Ornamenting and Decorating Fancy Cakes, American Society of Bakery Engineers, Department of Visual Education, 311 Second Street, S.E., Minneapolis, Minnesota 5540

Pie, America's Favorite Dessert, American Society of Baking Engineers, Department of Visual Education, 311 Second Street, S.E., Minneapolis, Minnesota 55401.

Principles of Baking, Encyclopedia Britannica Films, 20 West Wacker Drive, Chicago, Illinois.

Constitution and Employment Standards, University of Illinois, Visual Aids, Division of University Extension, Champaign, Illinois.

Personal Financial Planning, Sutherland Education Films, 1960.

Improve Your Pronunciation, Coronet Instructional Films.

Using Your Voice, Young America Films, Inc.

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Kupinsel, Penelope. Home Economics Related Occupations.

Kinder, Faye. Meal Management, The Macmillan Company, New York, New York.

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Wingate, John and Carroll Nolan. Fundamentals of Selling, South-Western Publishing Company, Cincinnati, Ohio, 1964.

## Other References

Food Service Industry, Training Programs and Facilities, United States Office of Health, Education, and Welfare, Vocational Division Bulletin Number 298, Distributive Education Series Number 32, for sale by Superintendent of Documents, United States Government Printing, 1961, 65 cents.

Guide to Job Descriptions in the Indiana Restaurant Industry, Indiana Employment Security Division, Indiana Restaurant Association, Incorporated, Indianapolis, Indiana.

Safety Training Manual for Restaurants and Hotels, Edwin F. Ahren, Ahrens Book Company, 116 West 14th Street, New York, New York, $2.00.

Part-Time Industrial Co-Operative Education in Illinois, State of Illinois, Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division, Trade and Industrial Service, Springfield, Illinois, Series B. Bulletin 198, January, 1966, pp. 12-14.

Manpower Development and Training Program, Suggested Guides for a Training Program, United States Department of Health, Education, and Welfare, Office of Education, Washington, D.C.: Reprinted at United States Government Printing Office, 1964. Prepared and first published by McGraw-Hill, Incorporated, Information and Training Services Division, New York, New York, 1964.

## Periodicals

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*Illinois Teacher*, Vol. XII, No. 2, Fall, 1968.

*What's New in Home Economics*, September, 1964.

## Pamphlets

*Bacterial Food Poisoning*, Tourist and Resort Institute, Michigan State University, East Lansing, Michigan, 1957.

*Child Labor*, United States Department of Labor, WHPC Division, Washington, D.C., USGPO, 1966.

*Employment Certificates--Help You Help Youth*, Bulletin 183, United States Department of Labor, Washington, D.C., USGPO, 1964.

*Essentials of Good Table Service*, The School of Hotel Administration, Cornell University, Ithaca, New York, 1960, 75 cents.

*Food Handling and Sanitation for Commercial Establishments*, Business Education Publication No. 48, California State Department of Education, Sacramento, California, 1950.

*Guide to Sanitary Food Handling*, Federal Security Agency, Public Health Service, Washington, D.C., 1952.

*Knox Salad Book*, Knox Gelatin Company, Johnstown, New York (Free).

*Organizing a Food Training Program*, United States Department of Health, Education, and Welfare, United States Government Printing Office, Washington, D.C., 1967.

*An Outbreak of Salmonella*, United States Department of Health, Education, and Welfare, Public Health Service, Communicable Disease Center, Washington, D.C.

*Quantity Food Preparation*, United States Department of Health, Education, and Welfare, United States Government Printing Office, Washington, D.C.

*Sanitary Food Service*, Public Health Service Publication No. 90, United States Department of Health, Education, and Welfare, United States Government Printing Office, 1952.

# PREPARATIONS FOR EMPLOYMENT IN CLOTHING-RELATED OCCUPATIONS

## 11th-12th Grades

I. Occupational Categories in Clothing-Related Occupations

  A. Workers, supervisors, managers, buyers in department stores and apparel shops.

  B. Managers, designers, supervisors, inspectors, technicians, and workers in textile mills.

  C. Workers, seamstresses, inspectors, supervisors and managers in garment industry.

  D. Workers, seamstresses, inspectors, supervisors, managers, buyers, designers in upholstery shop, factory, or interior decorating shop.

  E. Tailor, inspector, supervisor, manager in tailoring shop.

  F. Workers, specialty seamstresses, inspectors, supervisors, managers in laundry and dry-cleaning establishments.

  G. Tailor (self-employed).

  H. Seamstress (self-employed).

  I. Alterations specialist in department stores, specialty shops and apparel stores.

  J. Homemaker's aide (in home).

  K. Yard good clerk, pattern clerk in a fabric shop or within a department store.

  L. Personal attendant or wardrobe specialist in theatre, private employment.

  M. Clothing clerk in group-care institutions.

  N. Clothing maintenance specialist.

The following curriculum guide for a program to prepare students for clothing-related occupations assumes related cooperative vocational experiences. It also assumes that general vocational information will be provided through Cooperative Vocational Education classes or through coordination of units with related subject-matter departments within the school.

Detailed teaching plans for clothing construction are omitted because curriculum guides and content reference for this area are readily available in many sources.

Objectives

Aware of a variety of occupations related to clothing.

Comprehends the services provided in business utilizing persons skilled in the clothing trades.

Aware of establishments where employment would be a possibility.

Interested in occupational requirement of various training station positions, as well as entry-level positions.

Focuses upon a vocational plan to obtain a career objective.

Able to handle customer relations effectively.

Aware of employer-employee relationships and their importance to success on the job.

Knows communities needs in clothing-related occupations.

Has skills common to clothing-related occupations.

Has skills basic to an occupation within the larger clothing trade.

Appreciates the complexity of job skills needed in clothing-related occupations.

Has positive attitudes toward work in clothing-related occupations.

Recognizes and cultivates personal qualities which contribute to success in clothing-related occupations.

Understands customer relationships, employer-employee relations and employee-employee relations in clothing-related occupations.

Understands employment policies in clothing-related occupations.

Has knowledge and skills which contribute to employability in clothing services.

## Objectives

Expresses interest in job opportunities related to clothing (A-2.0 Willingness to respond).

Is aware of current job opportunities in the community (C-1.12 Knowledge of specific facts).

Recognizes and cultivates the personal qualities and skills which contribute to the success of one in a clothing-related occupation (C-2.00 Comprehension and A-3.1 Acceptance of a value).

| Content | Learning Experiences |
|---|---|
| Work performed in clothing-related occupations contributes to the welfare of people. | 1. Bulletin board: Collect pictures of clothing and textile-related occupations. |
| Developing an interest in a vocational goal provides motivation for continued progress toward a career. | 2. Ask students to list all the job classifications relating to the clothing and textile industry or business. |

| Content | Learning Experiences |
|---|---|
| Knowing about and visualizing career possibilities enables one to base vocational decisions upon a rational foundation. | 3. Divide the job classifications among students in small groups. Have them list occupational responsibilities for each classification. Outside resources, such as field trips, occupational guides would be useful. |
| Knowledge of various factories and businesses which have clothing-related training opportunity may stimulate interest in training opportunities in the field. | 4. Each student should try to relate to at least one occupational classification because of vocational interest, skills he has developed, or feeling of challenge. |
|  | 5. Survey the community for current openings for training in clothing-related occupations. |
|  | 6. Select a panel of persons in business and the community who are working in some area of clothing-related occupations. Discussion of such occupations could be followed by a question-answer session. |

## Teaching Aids

### Books

Dictionary of Occupational Titles.

Gately, Your Future in the Fashion World.

Greenleaf, Occupations and Careers.

Hopke, The Encyclopedia of Careers and Vocational Guidance.

Jarnow, Inside the Fashion Business.

McDermott and Norris, Opportunities in Clothing.

U.S. Government, Occupational Handbook.

Local newspapers.

Local phone directory and phone.

Magazines.

### Evaluation

Chooses one clothing-related occupation and describes its responsibilities entry level, salary, possible places of business where one could work, fringe benefits, etc.

Examines preselected pictures of person in a clothing-related occupation and describe the occupational training which may be necessary for each.

## Objectives

Develop an appreciation of the complexity of the occupations related to the clothing and textile industry (A-3.1).

Comprehend the roles played by the clothing and textile industry (C-2.00).

### Content

Knowledge of businesses and industry utilizing clothing-related skills will enable one to understand the complexity of the business world.

The roles assumed by the clothing and textile industry has a direct effect upon the employee, as well as the consumer.

### Learning Experiences

1. Discuss all the kinds of businesses and industries who employed those skilled in clothing and/or textiles.
2. List all the occupational titles possible within the businesses and industries listed.
3. Into what general categories could these businesses and/or industries be classified?
    a. Department.
    b. Specialty.
    c. Discount.
    d. Mail order.
    e. Wholesale.
    f. Factory.
4. What is the effect of the following upon those listed in 3?
    a. Quality of merchandise.
    b. Displays.
    c. Sales personnel.
    d. Customer services.
    e. Overhead.
    f. Building or plant layout.
    g. Upkeep.
    h. Dating of merchandise.
5. Discuss how the various occupational titles fit into the scheme of the business or industry.
6. Compare occupational titles between businesses and industries to determine similarity of responsibilities.
7. Make a comparative study between similar business to extent and cost of services provided.
8. Survey the community to determine what is available--use yellow pages, want ads, field trips.

Objectives

Comprehends techniques of salesmenship (C-2.00).

Analyzes the components of an effective salesman (C-4.30).

Applies sales techniques to simulated experiences (C-3.00).

To evaluate sales techniques to determine those which are effective and show quality (C-6.00).

| Content | Learning Experiences |
|---|---|
| Theory in sales techniques can provide knowledge for more effective selling ability. | 1. Each student discuss a situation in which the salesman made a sale. |
| | 2. Analyze each to determine the effective methods incorporated in the techniques (C-4.30). |
| Developing one's ability in selling will be to the advantage of both the employee and employer. | 3. Role-play a sales person and customer in which the qualities of an effective sales clerk can be brought out. Discuss each after the simulation. Use actual sales equipment when available. |
| | 4. Discuss who benefits from effective salesmen. |
| | 5. Collect cartoons of customer-sales clerk relationships. Use as point of discussion. |

Objectives

Appreciate the complexity of the occupations related to the clothing and textile industry (A-3.1 Acceptance of a value).

Comprehend the roles played by persons in the clothing and textile industry and business (C-2.00 Comprehension).

| Content | Learning Experiences |
|---|---|
| Knowledge of businesses and industries utilizing clothing-related skills facilitates the understanding of the complexity of the business world. | 1. Discuss the kinds of business and industry which employed those skilled in clothing and/or textiles. List. |
| Goals of business and industry have an affect upon the role of the employee. | 2. List the occupational titles possible within the businesses and industries listed in 1. |
| | 3. Into what general categories could the listed businesses and/or industries be classified? |

Content

Learning Experience

   a. Department.
   b. Specialty.
   c. Discount.
   d. Mail order.
   e. Wholesale.
   f. Factory.

4. What is the effect of the following upon those listed in 3?

   a. Quality of merchandise.
   b. Displays.
   c. Sales personnel.
   d. Customer services.
   e. Overhead.
   f. Building or plant layout.
   g. Upkeep.
   h. Dating of merchandise.

5. Discuss how the various occupational titles fit into the scheme of the business or industry.

6. Compare occupational titles among businesses and industries to determine similarity of responsibilities.

7. Make a comparative study between similar businesses of the extent and cost of services provided.

8. Survey the community to determine what clothing-related jobs are available--use yellow pages, want ads, field trips.

9. Visit clothing and/or textile businesses or industries.

10. Secure a resource person to discuss the role of clothing and textiles in our society.

Teaching Aids

Want ads.

Yellow pages of phone book.

Occupational guides (as listed).

Evaluation

Discuss the roles performed by employees in occupations related to clothing and textiles.

## Objectives

Comprehends techniques of salesmenship (C-2.00 Comprehension).

Analyzes the qualities of an effective sales person (C-4.20 Analysis of relationship).

Applies sales techniques to simulated sales experiences (C-3.00 Application).

Evaluate sales techniques to determine those which are effective and show quality (C-6.00 Evaluation).

### Content

One's knowledge of sales techniques enhances his selling ability.

One's knowledge of sales techniques enhances one's employability.

### Learning Experiences

1. Each student discuss a situation in which the salesman finalized a sale after an effective sales pitch.
2. Analyze each to determine the effective methods incorporated.
3. Role-play interaction between a sales person and customer in which the qualities of an effective sales clerk are brought out. Discuss these qualities after the simulated experience. Use actual sales equipment when available.
4. Discuss benefits derived from hiring effective sales personnel.
5. Collect cartoons of customer-sales clerk relationships. Use as point for discussion.
6. Employment as a sales clerk, or buyer in a clothing-related occupation.

## Teaching Aids

### Books

William B. Logan and Helen M. Moon, Facts About Merchandise.

Thompson, The Basics of Successful Salesmanship.

Garrett and Metzen, You Are a Consumer of Clothing.

## Evaluation

Define in detail qualities of an effective sales person.

Review a case study. Discuss and analyze it from the viewpoint of the customer, sales person, and management.

### Objectives

Is alert to situations in which legal aspects and responsibility may be an important factor for the customer, employee and/or business (A-1.30 Controlled or selected attention).

Is able to apply general knowledge of legal aspects of employment to individualized cases (C-3.00 Application).

| Content | Learning Experiences |
|---|---|
| Being aware of aspects of a training station or vocational goal which may have legal repercussions may save a great amount of financial and legal entanglement to all concerned. | 1. Study court cases which deal with the legality of a situation involving customer, employee and/or business. Discuss alternatives to the decision made, as well as reasons for the decision made. |
| Promotions may be granted upon qualities of awareness in crucial decision making situations. | |
| Employers are alert for prospective employees who have a sense of legal responsibility. | 2. What are the implications of the law as they affect the customer, employee, business? Discuss. |
| | 3. Study government regulations regarding fabrics, consumer buying, price index, standardization (such as patterns), etc. |

### Teaching Aids

### Books

Wilhelms and Heimerl, Consumer Economics.

### Evaluation

List five laws affecting clothing-related business and/or industry. Discuss each regarding the implications for employee and consumer.

### Objectives

Evaluates and judges a persons size and/or measurements by examination (C-5.00 Synthesis).

Interprets communication regarding a description of a third person with respect to coloring, size, etc. (C-2.20 Interpretation).

Evaluates and estimates alterations required in garment or pattern (C-4.20 Analysis of relationships).

| Content | Learning Experiences |
|---|---|
| Ability to be perceptive in judging sizes is an asset in salesmanship. | 1. Divide into small groups. Ask students to estimate the other's size. Compare to actual sizes of students. Discuss discrepancies.<br>2. Show several pictures of ill-fitting garments and ask that the students verbally describe alterations necessary.<br>3. Have students bring to class a garment which does not fit. Have the class describe alterations, then alter the clothing.<br>4. Evaluate the quality of alterations using polaroid camera (before vs. after).<br>5. Divide into two's. Each pair then describes to each other from memory a third person for the purpose of buying a particular garment for the third party. The one describing evaluates how closely the other comes to assisting in estimating the size, etc., of the third person.<br>6. Employment in the capacity of a sales clerk, seamstress, pattern clerk, fabric clerk. |

## Teaching Aids

Standardized pattern charts.

Pictures of ill-fitting garments.

Camera.

### Charts

"How to determine your proper pattern size," Butterick and Vogue.

### Evaluation

Evaluate the quality of alterations using camera (before vs. after) as one measure of change.

### Objective

Is able to apply mathematical concepts to occupational tasks involving figures, money, measurements, etc. (C-3.00 Application).

| Content | Learning Experiences |
|---|---|
| Many clothing-related occupations necessitate knowledge and application of mathematical concepts.<br>Exacting measuring techniques and ability to handle figures and money, such as making change, increase profit to the employer and customer. | 1. Solve mathematical problems which might occur in clothing-related occupations:<br>a. Measuring fabric.<br>b. Alteration of a pattern or garment.<br>c. Matching fabric, pattern, and figure (increased yardage due to design structure).<br>d. Making change.<br>e. Pricing portions of a yard of fabric and tax charts.<br>f. Estimating yardage for draperies of slip covers.<br>g. Studying the sizing of garments.<br>2. Employment in clothing-related occupation using mathematical concepts. |

## Teaching Aids

Material to match (plaids, stripes, etc.).

Play money and real cash register.

Fabric price chart.

Tax chart.

Old patterns.

## Charts

Curtain and drapery yardage charts (see Teaching Aids).

## Evaluation

Written test over mathematical concepts applied to responsibilities and tasks in clothing-related occupations.

## Objective

Knowledge that societal changes affect attitudes toward textiles and clothing (C-2.20 Interpretation).

| Content | Learning Experiences |
|---|---|
| Trends in society are reflected in our attitudes toward textiles and clothing. | 1. Students select magazine pictures of trends in society today and discuss how the trend is reflected in clothing or fabric featured in the example. |

| Content | Learning Experiences |
|---|---|
| | 2. Individual students or small groups research a portion of history to define the trends and roles of persons of that particular era. Discuss these influences upon the mode of fashion. |

## Teaching Aids

Old magazines.

### Filmstrips

Historical Highlights and Contemporary Clothes, McCall's.

Season's Fashions, Sears, Roebuck and Company.

### Books

Lester and Kerr, Historical Costume.

### Evaluation

Relate trends in fashion and clothing in various historical periods.

Draw comparisons of past historical clothing trends with those of the 20th century.

### Objectives

Distinguishes between fad and fashion in clothing and textiles (C-2.20 Interpretation).

Values the positive aspects of fads and fashion (A-3.1 Acceptance of a value).

Forms judgments about the role of each in society and implications for the clothing and textile industry, as well as the consumer (C-4.00 Analysis).

| Content | Learning Experiences |
|---|---|
| Ability to distinguish between fad and fashion enhances one's ability to make wise decisions when discussing or buying clothes or textiles. | 1. Ask students to define, in their own words, fad and fashion.<br>2. Discuss the distinguishing characteristics of each. |
| Changes in demands placed upon society influences leisure time and occupational-type clothing. | 3. Draw implications for employees who deal with these two concepts on the job.<br>4. Find examples of each among those present in the classroom that day. Discuss. |

| Content | Learning Experiences |
|---|---|
|  | 5. Students may debate the issue of fad and fashion as it applies to various age groups, socioeconomic classes, and/or peer groups. |

## Teaching Aids

### Pictorial

Examples of fad and fashion presently in Vogue.

### Filmstrips

Season's Fashions, Sears, Roebuck and Company.

### Evaluation

Students choose a current fashion from a preselected list and discuss its implications for society and society's effect on it.

### Objectives

Knows the principles of design and color (C-1.31, Knowledge of principles and generalizations) and terminology used (C-1.11, Knowledge of terminology).

Translates the principles of design and color into the specific occupational questions encountered on a job (C-3.00, Application).

Applies the principles of design and color to particular and concrete situations in clothing-related occupations (C-3.00, Application).

Analyzes a garment, design, fabric and knows the principles of design and color involved (C-4.30, Analysis of organizational principles).

Synthesizes aspects of pattern, clothing, fabric and textiles into a completed coordinated outfit (C-5.00, Synthesis).

Effectively communicates to customers essential information regarding the principles of design and color as applicable to an existing situation (C-5.10, Production of a unique communication).

Appraises the use of the principles (C-6.00, Evaluation).

### Content

Understanding of and ability to apply principles of design and color may contribute toward preparation in clothing-related occupations.

Effective use of the psychological aspects of design and color contributes toward becoming an effective sales person.

### Learning Experiences

1. Study principles of design and color.

2. Use pictures, slides, graphic examples of fabric, clothing, patterns, furniture, curtains for discussion of the application and effectiveness of the principles of design and color.

3. Students bring in examples or pictures of clothing fads. Discuss fads in relationship to design.

4. Using several lengths of material, ask that students drape a model, applying principles of design.

5. Employment in clothing-related occupation using these concepts.

6. Analyze pictorial examples of fabrics, clothing, textiles. Discuss the contributing principles of design and color.

7. Evaluate a particular ensemble for a:
    - short, stocky person
    - tall, slender person
    - young teenager
    - women with large hips
    - and other particular problems

## Teaching Aids

### Books

East and Wines. *Fashion Your Own*.

Hillhouse, Marion. *Dress Selection and Design*.

McDermott and Norris. *Opportunities in Clothing*.

### Lengths of material

Examples of the principles of design and color.

### Filmstrips

Live in Your Wardrobe J. C. Penney, Inc.

Filmstrips on Color J. C. Penney, Inc.

### Charts

Shopping the Line, Butterick and Vogue.

Optical Illusion, McCall's.

Color Wheel, McCall's.

Fredericks Company (Color Wheel).

### Evaluation

State the principles of design and color.

Analyze garments and outfits in terms of application of the principles of design and color.

Plan an outfit applying the principles.

Tell class how principles were applied.

### Objectives

Is familiar with characteristics of textiles (C-1.12, Knowledge of specific facts).

Becomes aware of recent trends in textiles (C-1.12, Knowledge of specific facts).

Applies knowledge of textiles in selection of fabrics, clothing, patterns, and sewing techniques necessary in many clothing-related occupations (C-3.00, Application).

| Content | Learning Experiences |
|---|---|
| Knowledge of textiles assists the employee in being an effective salesman and contributes to customer satisfaction. | 1. Review fabric and textile samples by identifying characteristics of each. |

| Content | Learning Experiences |
|---|---|
| Research in clothing and textile results in continually adding to and replacing natural and man-made fibers. | 2. Study fabric finishes and observe qualities which make each desirable. |
| Knowledge of the latest textile research can enable the employee more effectively to represent his merchandise. | 3. Visit a textile mill or industry which uses fabrics and material, in order to observe use of fabric and finishes. |
| | 4. Observe and compare fabrics under the microscope, keeping in mind qualities studied in No. 1. |
| | 5. Bring examples of recently discovered fibers, fabric, clothing finishes, weaves. Discuss. |
| Fabric and garment labels aid in determining characteristics one may expect of the fabric or garment. | 6. Study actual textile and ready-to-wear labels for information regarding the current technological advances in textiles. (Save labels for study in other units.) |
| | 7. Analyze claims presented through personal experience, technical research, or experimentation within the classroom. |
| | 8. Make chemical tests on fabrics and textiles, noting characteristics studied in No. 1. |
| | 9. Study weaves under a magnifying glass. |
| | 10. Construct paper examples of the weaves. |
| | 11. Visit fabric shops and/or textile mill. If possible, see textiles under construction. |
| | 12. Study performance of fabrics under wear and comment on weave, finish, and construction in relation to performance. |
| | 13. Visit a research lab, department store, or industry where tests are being done on manufactured products in order to confirm or refute the manufacturer's claims and determine the quality of the merchandise. |

| Content | Learning Experiences |
|---|---|
| | 14. Employment in a clothing-related occupation where knowledge of textiles and fabrics is essential. |

## Teaching Aids

### Books

Grace G. Denny. Fabrics.

McDermott and Norris. Opportunities in Clothing.

Evelyn Stuart. Introduction to Textiles.

Wilhelms and Heimerl. Consumer Economics.

### Films

Facts about Fabrics E. I. DuPont DeNemours and Company.

### Materials

Chemstrand Company.

Celenese Fibers Company.

Eastman Chemical Products, Inc.

Dav River Mills, Inc.

### Charts

American Wool Council.

FMC Corporation.

Man-Made Fiber Producers Association, Inc.

Fabric and Textile Sample.

Examples of fabric finishes.

Recent discoveries in fabric and textiles.

Facilities and equipment to conduct some experiments on textiles.

Magnifying glasses.

Construction paper.

### Evaluation

Give students an unknown fabric or textile and have them classify the fabric.

Evaluate class notebook kept throughout the unit.

Debate on "Resolved: That descriptive labeling is more helpful to consumers than grade labeling."

What seven special kinds of labeling should be found in clothing and textiles?

Analyze patterns and determine suitable fabric. Give reasons.

Analyze fabrics and state possible uses or find suitable patterns. Give reasons.

## Objectives

Knows terms associated with sewing (C-1.11, Knowledge of terminology).

Applies clothing construction techniques to sewing tasks which may be found in clothing-related occupations (C-3.00, Application).

Possesses skill in operation of sewing equipment (P-4.00, Mechanism).

### Content

Application of garment construction techniques may be useful in most clothing related occupations.

Skill in the operation of sewing equipment can broaden one's on-the-job skills.

Employability in a clothing-related occupation may be increased through knowledge and skill of sewing construction techniques.

Alterations is a highly technical skill built upon standard sewing construction skills.

Being able to identify fitting and styling problems and to have the skill necessary to make alterations is important for some clothing-related occupations.

### Learning Experiences

1. Study an application of construction techniques on a simulated job project.
2. Observe industrial sewing machinery in operation in a factory.
3. Operate sewing equipment in class.
4. Study pattern, guide sheet, pattern envelope as construction aids.
5. Students remodel an ill-fitting or out-of-date garment.
6. Visit a sewing center to become further acquainted with use of attachments through demonstration.
7. Employment in a clothing-related occupation using construction knowledge and skill.

## Teaching Aids

### Bulletin

Mending Men's Suits (United States Department of Agriculture). Home and Garden Bulletin No. 39.

### Books

Mary Johnson and E. P. Dutton. Guide to Altering and Restyling Ready-Made Clothes.

Bishop and Arch (J. B. Lippincott Company). Fashion Sewing by the Bishop Method.

David Carlin. Alterations of Men's Clothing.

Sturm and Grieser. Guide to Modern Clothing.

McCalls. New Complete Book of Sewing and Dressmaking.

Bess Oerke. Dress.

Bishop and Arch. Bishop Method of Clothing Construction.

McDermott and Norris. Opportunities in Clothing.

Mary Johnson. Guide to Altering and Restyling Ready-Made Clothes.

### Materials

Singer Sewing Machine Company.

Coats and Clark.

Butterick and Vogue.

Advance Pattern Company.

### Filmstrips

McCalls.

### Evaluation

Test over sewing teminology.

Practical tests over use of sewing equipment and sewing techniques.

Take "before" and "after" snapshots of altered garment. Students can devise an evaluation instrument to apply to project.

### Objectives

Becomes aware of power machinery used in industrial sewing (C-2.00, Comprehensio

Develops some skill in operating power machinery used in industrial sewing (P-4. Mechanism).

| Content | Learning Experiences |
|---|---|
| Having an acquaintance and some skill in using power sewing equipment may enhance one's chances of securing employment in clothing-related occupations. | 1. Experiment on power sewing equipment after adequate instruction, including demonstrations. (If departmental equipment is not available, some agreement with industry may be possible in order that students have some exposure to equipment.) |

| Content | Learning Experiences |
|---|---|
|  | 2. Training stations in industry may be utilized as a part of cooperative vocational education programs. |
|  | 3. Tour of factory which uses power sewing machinery. |
|  | 4. Employment in industry or business, using power sewing equipment. |

### Teaching Aids

**Books**

McDermott and Norris. Opportunities in Clothing.

Apparel Manufacturers. Training Sewing Machine Operators.

**Evaluation**

Practical test over use of power sewing equipment.

**Objectives**

Familiarizes self with tailoring techniques (P-5.00, Complex overt response).

| Content | Learning Experiences |
|---|---|
| Tailoring can be a means of employment for someone interested in clothing-related occupations. | 1. Listen to a tailor from local shop discuss his work and demonstrat some skills needed. |
|  | 2. Employed in a training station under supervision of an experienced tailor. |

### Teaching Aids

**Books**

Gertrude Strickland. A Tailoring Manual. New York: Macmillan, copyright 1956.

**Filmstrips**

J. C. Penney, Educational Service.

Bane, Tailoring.

Doris May Beck, Custom Tailoring for Homemakers.

Better Homes and Gardens, Tailoring Suits and Coats.

Phyllis Schwebke, How to Tailor.

Bishop, Tailoring the Bishop Way.

Evaluation

Written exam covering tailoring terms and techniques.

Performance in tailoring operations.

Objectives

Is aware of clothing care techniques of dry cleaning, laundry processes, storage (C-2.00, Comprehension).

Is aware of stain removal techniques or sources of information for such (C-3.00, Application) and (C-1.12, Knowledge of specific facts).

Examines a variety of stain removal techniques (C-3.00, Application).

Values effective use of stain removal techniques (A-3.0 Valuing).

| Content | Learning Experiences |
|---|---|
| The care given clothing affects the appearance, longevity, and wearability of a garment. | 1. Visit dry cleaners in operation, have operator give a description of the processes. |
| Techniques used in clothing care have a direct effect upon the garment's appearance. | 2. Visit commercial laundry and a self-service dry cleaning establishment, including a tour with full information about the processes involved. |
| Removing stains immediately with the most effective method contributes to the lifetime of the garment. | 3. Study and discuss stain removal.<br>4. Experiment with common stains and the best methods for removing. Use home and industry techniques. |
| Clothing care results in savings in money, time, and energy. | |
| Type of clothing care is determined by the fiber, finish, and construction. | 5. Compare laundry and dry cleaning establishments for methods used, cost, convenience, quality of work, amount of time involved. |
| Skill in the maintenance of clothing offers additional opportunity for wage earning. | 6. Employment in a laundry or dry-cleaning firm. |

Teaching Aids

Books

Sturm and Grieser. Guide to Modern Clothing.

Commercial stain removers.

Equipment and clothing stains to experiment upon in lab.

## Charts

Purex Corporation, Ltd. (Stain Removal).

Lever Brothers Company (Stain Removal).

## Evaluation

Discuss the contributions of each:
  Commercial laundry and dry cleaners.
  Self-service laundry and dry cleaners.

Demonstrate stain removal techniques.

Performance on the job in laundry or dry-cleaning establishment.

## Objectives

Develops skill in operation of pressing equipment (P-5.00, Complex overt response

Applies effective pressing techniques to garments (C-3.00, Application)

| Content | Learning Experiences |
|---|---|
| Application of effective pressing results in increased customer satisfaction. | 1. Visit dry cleaners, or garment factory. Observe pressing techniqu used. |
| Pressing techniques are related to fabric and construction of garment. | 2. Observe a demonstration of pressing by a resource person, such as a dry-cleaner's presser. |
| | 3. Experiment with pressing techniques on various fabrics to determine the effect of the pressing technique on the fabric. |
| | 4. Employment in a business or home using pressing equipment. |

## Teaching Aids

Pressing equipment

## Pamphlets

Advance Pattern Company, Inc.

## Evaluation

Evaluate a poorly pressed garment, painting out improvements needed and ways to accomplish improved results.

Performance in pressing operations on the job.

## Objectives

Develops techniques in handling storage and packing of clothing (P-4.0, Mechanism).

### Content

Organization in clothing storage may enhance the attractiveness and lifetime of garments.

### Learning Experiences

1. Gather garments and accessories which are commonly used in travel. Pack and repack in a suitcase. Evaluate effective packing procedures.
2. Discuss seasonal storage of clothing.
3. Have dry cleaner show how seasonal clothing is stored in his establishment.
4. Compare home storage as contrasted to commercial storage (cost, convenience).
5. Employment in occupation using these skills.

### Teaching Aids

Suitcase.

Clothes which might be packed for travel.

Products used in seasonal storage of clothing (moth balls, crystals, etc.).

## Evaluation

Each student packs the suitcase. Let set overnight. Evaluate the unpacked clothing for wrinkles.

Discuss the role of fabric finishes, packing techniques as part of the evaluation process.

Performance in clothing storage operations on the job.

## Objective

Knowledge of trade and professional organizations (C-1.12, Knowledge of specific facts).

### Content

Trade and professional organizations contribute to high standards in the profession and the advancement of the field.

### Learning Experiences

1. Study purposes of the following organizations:
    American Association of Textiles, Chemists and Colorists

| Content | Learning Experiences |
|---|---|
| | American Home Laundry Manufacturer's Association<br>American Institute of Interior Design<br>American Laundry Institute<br>National Cotton Council of America<br>National Dry Cleaning Institute<br>American Home Economics Associat<br>Consumer's Research Institute<br>Unions (Labor) |

Teaching Aids

Books

Peterson. American Labor Unions.

Evaluation

Debate the pros and cons of Unions and local employee's organization.

Compare contributions to the field of clothing and textiles of various professional organizations listed.

Objective

Acceptance of ethical practices in clothing field (A-3.0, Valuing).

| Content | Learning Experiences |
|---|---|
| Ethical practices contribute both to professional reputation and to personal growth and an acceptable self-concept. | 1. Employer with excellent reputation for ethical standards and practices discusses the ethics of the clothing occupations with students. |

Evaluation

Performance on the job with respect to ethical practices.

Objectives

Is aware of additional training or schooling beyond that required for entry-level positions and where this additional training may lead (C-2.30, Extrapolation).

Is aware of possibilities for expansion of clothing-related occupations in the coming decades (C-2.30, Extrapolation).

| Content | Learning Experiences |
|---|---|
| Being aware of training requirements beyond what is required for entry-level positions contributes toward the overall planning toward an occupational or career goal. | 1. Survey industry, business, educational facilities for formal training required for progressing beyond entry-level positions. |

## Content

## Learning Experiences

2. Visit industry and business where such training experiences exist.

3. Predict future trends in clothing-related occupations based on technological and sociological advances. Brainstorm future occupational titles.

4. Invite parents for conference and/or class session with speaker to expand their knowledge of the fields opening up which their child may choose as a career.

## Teaching Aids

### Books

McDermott and Norris. Opportunities in Clothing.

Jarnow. Inside the Fashion Business.

Gately. Your Future in the Fashion World.

### Evaluation

Discuss the implications of trends for the person entering the clothing-related occupational field today.

### Books

Apparel Manufacturers. Training Sewing Machine Operators. New York: Kogas International Corporation, 1961.

Bane, A. Tailoring. New York: McGraw-Hill, 1968.

Beck, D. M. Custom Tailoring for Homemakers. Peoria: Charles A. Bennett, 1964.

Bishop, E. Tailoring the Bishop Way.

Bishop, E. B. and M. S. Arch. The Bishop Method of Clothing Construction. Revised Edition. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1966.

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East, M. and M. E. Wines. Fashion Your Own. Atlanta, Georgia: Houghton Miffli Company.

Garrett, P. G. and E. J. Metzen. *You are a Consumer of Clothing*. Chicago: Ginn and Company, 1967.

Gately, O. P. *Your Future in the Fashion World*. New York: Richards Rosen Press Inc., 1960.

Gawne, E. J. and B. V. Oerke. *Dress*. Third Edition. Peoria, Illinois: Charles A. Bennett, 1969.

Greenleaf, W. J. *Occupations and Careers*. St. Louis: Webster Division, McGraw-Hill, 1955.

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Hollen and Saddler. *Textiles*. Chicago: Macmillan Company, 1964.

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Jarnow, J. A. *Inside the Fashion Business*. New York: John Wiley and Sons, Inc., 1960.

Johnson, M. *Guide to Altering and Restyling Ready-Made Clothes*. New York: E. P. Dutton and Company, Inc., 1964.

Kursh, H. *Apprenticeships in America*. New York: W. W. Norton and Company, Inc. 1965.

Lester and Kerr. *Historic Costume*. Peoria, Illinois: Charles A. Bennett, 1961.

Logan, W. B. and H. M. Moon. *Facts About Merchandise*. Englewood Cliffs, New Jersey: Prentice-Hall, 1962.

McCall's. *New Complete Book of Sewing and Dressmaking*. New York: Random House, 1968.

McDermott, I. E. and J. L. Norris. *Opportunities in Clothing*. Peoria, Illinois: Charles A. Bennett, 1968.

Oerke, B. V. *Dress*. Illinois: Charles A. Bennett, 1960.

Peterson, F. *American Labor Unions*. New York: Harper and Row, 1963.

Pollard, L. B. *Experiences with Clothing*. Chicago: Ginn and Company, 1968.

Schevebke, P. *How to Tailor*. Milwaukee: Bruce Publishing Company, 1960.

Stout, E. *Introduction to Textiles*. New York: John Wiley and Sons, Inc., 1960

Strickland, G. *A Tailoring Manual*. New York: Macmillan Company, 1956.

Sturm, M. M. and E. H. Grieser. *Guide to Modern Clothing*. St. Louis, Missouri: McGraw-Hill, 1968.

Thompson, W. M. *The Basics of Successful Salesmanship*. New York: McGraw-Hill, 1968.

U. S. Department of Labor. Dictionary of Occupational Titles. Washington, D. C.: U. S. Government Printing Office, 1965.

U. S. Department of Labor. Occupational Outlook Handbook. No. 1,550. Washington, D. C.: U. S. Government Printing Office, 1969.

Wilhelms, F. T. and R. P. Heimerl. Consumer Economics. Chicago: McGraw-Hill, 1959.

## Teaching Aids

Advance Pattern Company, 440 Park Avenue, South, New York, New York 10016.

Advance Pattern Company, Inc., Educational Division, 1407 Broadway, New York, New York. (Pressing Techniques by E. B. Bishop.)

American Wool Council, Division of American Sheep Producers Council, Inc., 520 Railway Exchange Building, 909 Seventeenth Street, Denver, Colorado 80202.

Annotated Bibliography on the Employment Aspect of Home Economics, University of Illinois, Urbana, Illinois.

Butterick and Vogue (Division of the Butterick Company), 161 Sixth Avenue, New York 13, New York.

Celanese Fibers Company, 522 Fifth Avenue, New York 36, New York.

Chemstrand Company, 350 Fifth Avenue, New York, New York 10001.

Coats and Clark, Inc., Educational Bureau, 430 Park Avenue, New York 22, New York.

Curtain and Drapery Yardage Charts. Hall Publishing Company, New York, New York.

Eastman Chemical Products, Inc., Education Department, 260 Madison Avenue, New York 16, New York.

FMC Corporation, American Viscose Division, Product Information, Public Relations Department, 1617 Pennsylvania Boulevard, Philadelphia, Pennsylvania 19103.

Fredericks Company, P. O. Box 643, Jefferson City, Missouri 65102.

J. C. Penney Company, Educational Relations, 330 West 34th Street, New York 1, New York.

Lever Brothers Company, 390 Park Avenue, New York 22, New York.

Monsanto Chemical Company, St. Louis, Missouri.

New York State College of Home Economics, Ithaca, New York. (Pressing Equipment Bulletin, N. 939.)

Proctor and Gamble, Home Economics Department, Cincinnati 1, Ohio.

Purex Corporation, Ltd., Public Relations and Educational Service, 30 East 40th Street, New York, New York 10016.

Singer Sewing Machine Company, Educational Department, Singer Building, 149 Broadway, New York 6, New York.

Film

E. I. DuPont DeNemours and Company, Inc. Motion Pictures and Audio Visual Services, Wilmington, Delaware.

Filmstrips

McCall's Corporation, 230 Park Avenue, New York 17, New York.

J. C. Penney Company, Inc., Educational Relations, 330 West 34th Street, New York 1, New York.

Sears, Roebuck and Company, Consumer Education Division, D/703, 925 South Homan Avenue, Chicago, Illinois 60607.